DOCUMENT RESUME

ED 316 695 CE 054 338

AUTHOR	Mota, Artur; And Others
TITLE	Vocational Training in Portugal.
INSTITUTION	European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO	ISBN-92-825-6530-0
PUB DATE	85
NOTE	199p.; Colored map and chart will not reproduce well.
AVAILABLE FROM	UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-45-85-276-EN-C, $4.00).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Apprenticeships; Career Guidance; *Educational Administration; Educational Finance; Educational History; Educational Trends; Foreign Countries; *Job Training; Labor Force Development; *Vocational Education
IDENTIFIERS	*Portugal

ABSTRACT

This report on vocational training in Portugal contains 8 chapters, a 26-item bibliography, and 2 appendices. Chapter 1 describes the geography, political system, population, and employment situation of Portugal. Chapter 2 describes the economic framework of Portugal. Chapter 3 describes the education system, the apprenticeship system, other training schemes, and educational and vocational information and guidance. Continuing education and continuing vocational training in Portugal are described in Chapter 4. Chapter 5 provides the history of education, apprenticeship, and vocational training in Portugal. Chapter 6 identifies the responsible authorities for education, apprenticeship training, and vocational training. Chapter 7 identifies sources of funding for vocational training. Limitations and future trends are discussed in Chapter 8. Appendix 1 provides the average escudo to dollar rate of exchange from 1978 to 1984. Appendix 2 includes statistical tables on the population of Portugal, emigrants, labor market participation, employment by sector and occupation, and population projections. (CML)

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on behalf of
CEDEFOP — European Centre for the Development of
Vocational Training, Berlin 1985

Published by:
European Centre for the Development of Vocational Training,
Bundesallee 22, **D-1000 Berlin 15,**
Tel.: (030) 88 41 20; Telefax: (030) 88412222; Telex: 184163 eucen d

The centre was established by Regulation (EEC) No 337/75 of
the Council of the European Communities

Vocational training in Portugal

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DE ISBN 92-825-6584-X
FR ISBN 92-825-6355-3
PT ISBN 92-825-6356-1

Cataloguing data can be found at the end of this publication

Luxembourg: Office for Official Publications of the European Communities, 1987

ISBN 92-825-6530-0

Catalogue number: HX-45-85-276-EN-C

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Dear Readers,

The best way of promoting cooperation among the Member States of the Community in the field of vocational training is by promoting understanding of the various training systems. CEDEFOP has deployed a large portion of its resources with a view to improving an exchange of such information, not only by publishing monographs such as this but also by organizing conferences and seminars, producing audiovisual material and publishing a series of studies and documentary dossiers.

This monograph is intended to serve as a frame of reference providing the reader with a maximum of information on many aspects of vocational training – the legislative framework, funding, historical development, etc. Our objective here is to present a "dynamic" description placing the questions encountered in the field of vocational training in their proper economic, social and cultural context within the Member State under review.

This monograph serves as a basic document for a wide range of activities at the Centre, for example the establishment of comparability between vocational qualifications or in-depth studies of certain important aspects in the development of initial and continuing vocational training.

The text of this description was prepared in consultation with the social partners, and we hope that we have thereby maintained a position of objectivity which respects the opinions expressed by all the parties involves, i.e. the representatives of the governments of the Member States and of the two sides of industry.

Our publications describing the vocational training systems in the various Member States are based on a single structure, an approach which facilitates the work of comparing and contrasting respective system elements wherever comparison is possible.

All the monographs are available in the original language and at least two other Community languages.

During the course of 1987 the Directorate of the Centre will develop proposals for a new version of the CEDEFOP Guide to take account of the fact, firstly, that training systems undergo a process of change and, secondly, that from 1 January 1986 the Community has two new Member States.

The Centre extends its thanks to the authors for their collaboration.

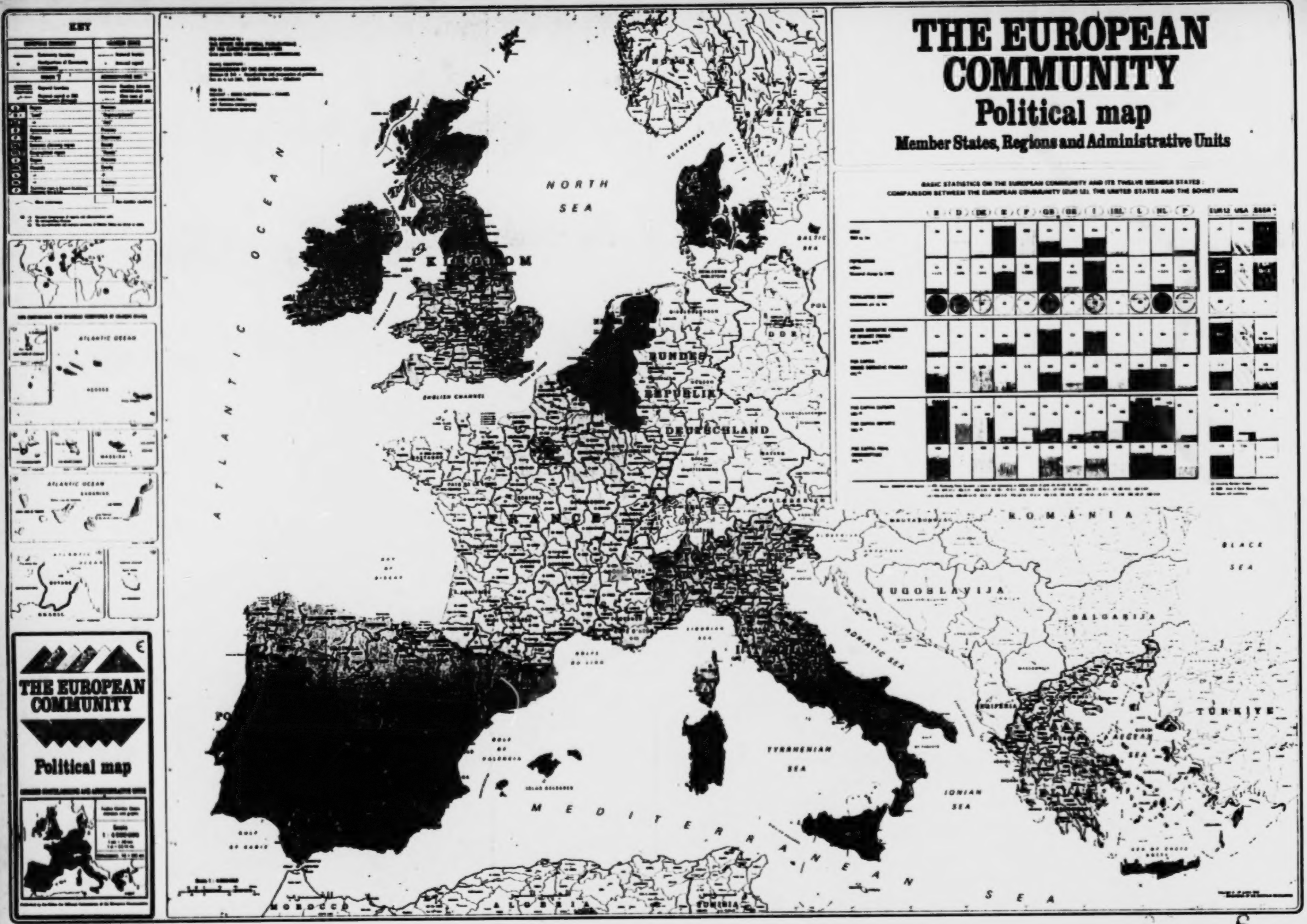
Ernst Piehl
(Director)

C. Politi
(Deputy Director)

Michael J. Adams
(Expert responsible for the project)

Georges Dupont
(Expert responsible for the project)

THE EUROPEAN COMMUNITY
Political map
Member States, Regions and Administrative Units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BASIC STATISTICS ON THE EUROPEAN COMMUNITY AND ITS TWELVE MEMBER STATES :
COMPARISON BETWEEN THE EUROPEAN COMMUNITY (EUR 12), THE UNITED STATES AND THE SOVIET UNION
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KINGDOM
ENGLISH CHANNEL
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BUNDESREPUBLIK DEUTSCHLAND
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IONIAN SEA
MEDITERRANEAN SEA
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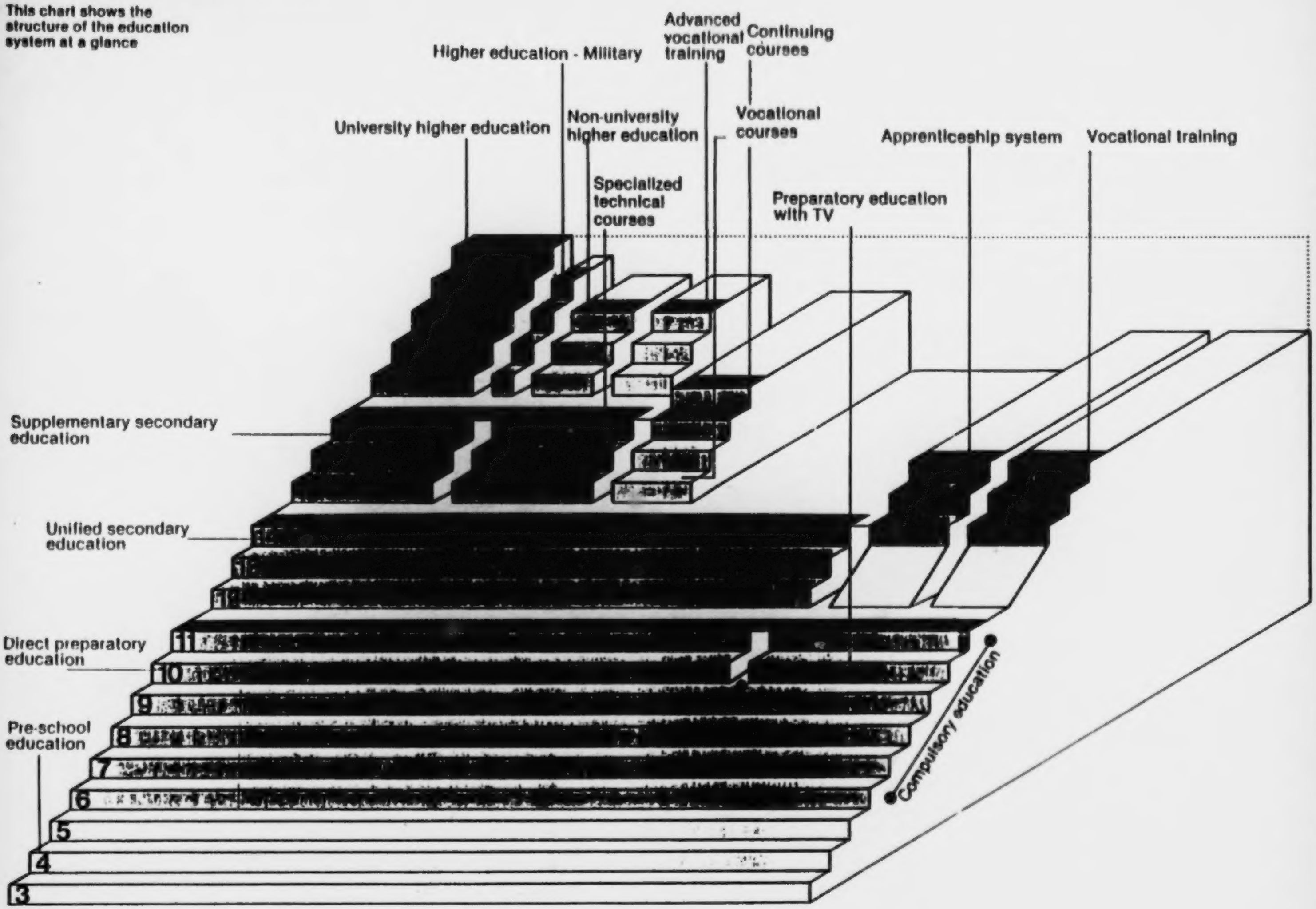
ALGERIA
TUNISIA
THE EUROPEAN COMMUNITY
Political map

Systems of education

This chart shows the structure of the education system at a glance


Higher education - Military
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Continuing courses
University higher education
Non-university higher education
Vocational courses
Apprenticeship system
Vocational training
Specialized technical courses
Preparatory education with TV
Supplementary secondary education
Unified secondary education
Direct preparatory education
Pre-school education
Compulsory education
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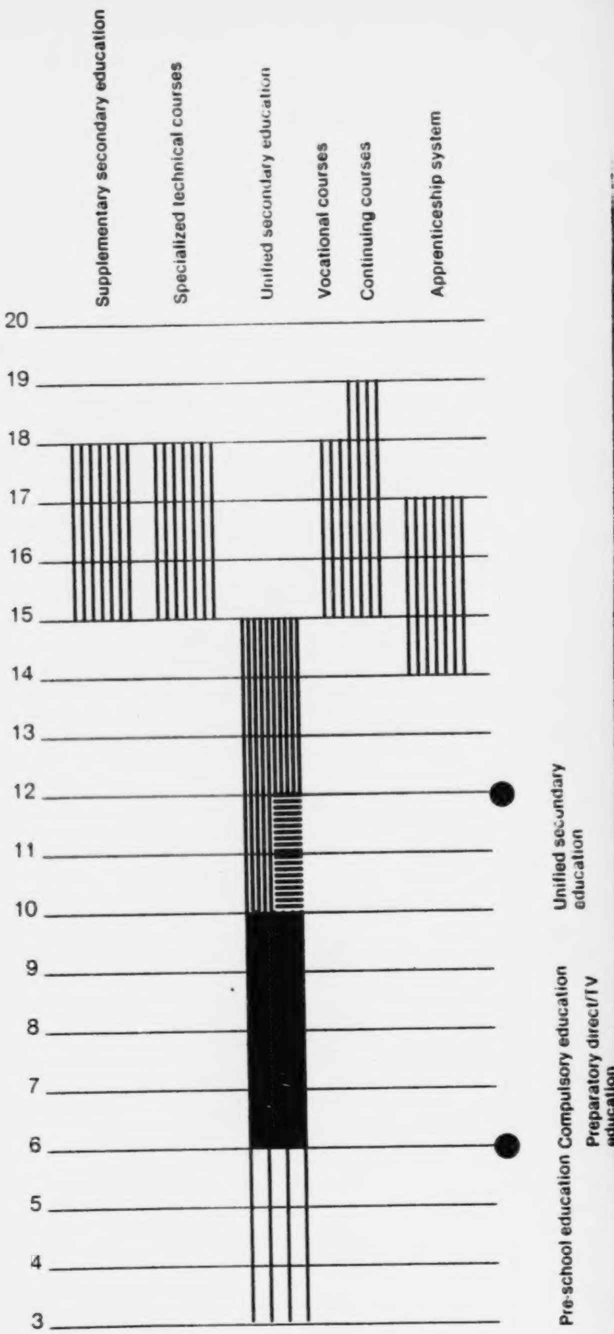
Supplementary secondary education
Specialized technical courses
Unified secondary education
Vocational courses
Continuing courses
Apprenticeship system
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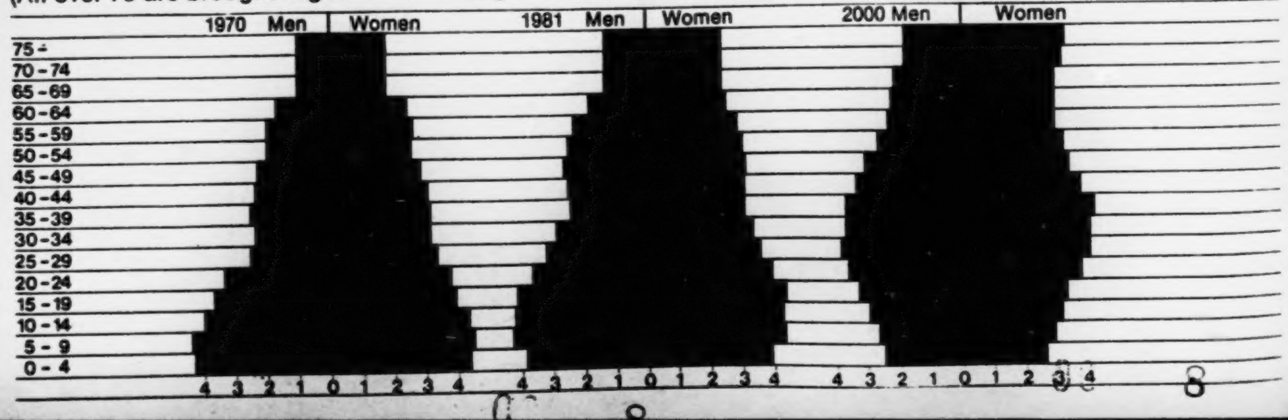
Unified secondary education
Pre-school education Compulsory education
Preparatory direct/TV education

Age profile for the years 1970 and 1981 and a projection to the year 2000
(All over 75 are brought together into one group)



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ABBREVIATIONS

EEC	European Economic Community
CEFA	Municipal Vocational Training and Advisory Centre
CNA	National Apprenticeship Council
DEP/MTSS	Ministry of Labour and Social Security Consultancy and Planning Department
DG	Department/Board
DS Finanças	Finance Service Office
EPAL	Lisbon Public Water Authority
FAOJ	Youth Organizations Aid Fund
FBCF	Formation of gross fixed capital
FDMO	Employment Development Fund
GCOC/BIRD	Coordinator Group for Cooperation Projects with the World Bank
GEP	Consultancy and Planning Office
GGFD	Unemployment Fund Administration Office
GRI	International Relations Office
IAPMEI	Institute for the Aid of Small and Medium-Sized Enterprises
IASE	School Welfare Institute
ICALP	Portuguese Culture and Language Institute
IEFP	Employment and Vocational Training Institute
IG	Inspectorate
IICT	Tropical Science Investigation Institute
INE	National Statistics Institute
INFT	National Tourism Training Institute
INIC	National Scientific Investigation Institute
ITE	Education Technology Institute
IPED	Portuguese Institute of Indirect Education
LNEC	National Civil Engineering Laboratory
LNETI	National Engineering and Industrial Technology Laboratory
MA	Ministry of Agriculture
MAP	Ministry of Agriculture and Fisheries (old name)
ME	Ministry of Education
MTSS	Ministry of Employment and Social Security
PIB	Gross domestic product
PIDDAC	Central administration development investment and expenditure plan
PNAEBA	National plan for literacy and basic education for adults
SE	Statistics Service (Ministry of Employment and Social Security)
SG	General Secretariat
TV	Television

Chapter I

BACKGROUND

1.1 Geographical and Physical Aspects

Portugal consists of an area at the far west of the European mainland and two island groups in the Atlantic - the Azores and Madeira. It occupies an area of 91 985 km^2 made up as follows:

Mainland Portugal	88 944 km^2
The Azores	2 247 km^2
Madeira	794 km^2

The Portuguese boundary with Spain is 1 215 km long (339 km on the North and 876 on the East) while its Atlantic coastline is 832 km in length (173 km to the South and 660 km to the West). The Southern part of the country is chiefly flat and the Centre and North somewhat mountainous The highest peak, Serra da Estrela, is 1 991 metres above sea level.

The autonomous Azores region consists of 9 islands (Santa Maria, S. Miguel, Terceira, S. Jorge, Graciosa, Faial, Pico, Flores and Corvo) and the autonomous Madeira region comprises the islands of Madeira and Porto Santo.

1.2 Political System

The Portuguese Republic is a democracy with a President, who is elected by direct universal suffrage, as Head of State. Legislative authority is in the hands of the Assembly, which consists of 250 deputies elected by direct universal suffrage. The Government is headed by a Prime Minister, who is normally appointed by the party with the largest number of deputies in the Assembly.

1.3 Population

The population of Portugal at the 1981 census was 9 818 000. Population changes between 1960 and 1981 are shown in table I.1.

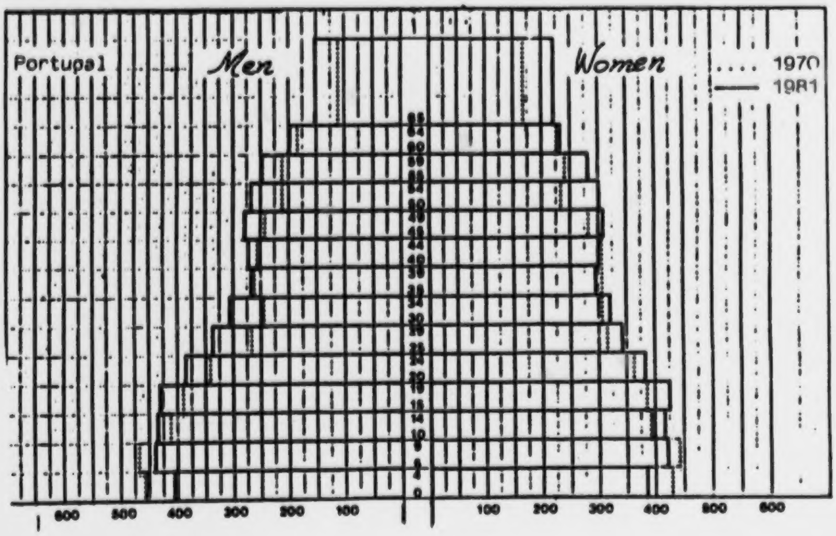
Table I.1 - Resident Population per age group, 1960, 1970, 1981

	1960	1970	1981
	M & F	M & F	M & F
0 - 9	1 797.7	1 702.6	1 651.7
10 - 19	1 573.5	1 585.9	1 712.0
20 - 29	1 465.0	1.296.4	1 446.2
30 - 39	1 304.9	1 117.5	1 193.6
40 - 49	1 015.8	1 078.3	1 159.4
50 - 59	891.0	898.2	1 100.6
60 & +	1 028.8	1 264.8	1 555.5
Total	9 076.7	9.013.7	9 819.0

Source: INE - 11th and 12th General Censuses
- Centro de Estudos Demográficos
(Population Study Centre)

During the period 1960 to 1981 the average age of the population increased, as the increase in the numbers of over 50s (1960 - 21.2%, 1981 - 27.1%) indicates, while the numbers of 0 to 9s fell (1960 - 19.8%, 1981 - 16.8%). These changes in population make-up can be seen in the age pyramid charts for 1970 and 1981 shown in table I.2.

Table I.2 - Age Pyramids (1970 and 1981)



Source: INE - 6th and 7th General Censuses

Between 1960 and 1970, the population decreased by about 0.7% , principally because of emigration (there were a total of 860 000 emigrants in the decade). It should be noted that the population increased by an average of 0.8% in the seventies, due primarily to the return of ex-colonials (estimated at over half a million) from Angola, the Cape Verde Islands, Guinea, Mozambique and São Tomé and Principe in 1974 and 1975

The principal feature of the population of Portugal is the predominance of people of working age; it is at present, and will certainly be for some time to come, a country with a natural population growth, even on the high side compared to the rest of Europe, where, in spite of an increase in fertility, the rate is gradually slowing down.

About 60 000 emigrants returned between 1973 and 1981, but it should be pointed out that against this an average of 44 000 persons emigrated annually.

Population density varies quite considerably regionally, as Table I.3 shows.

Table I.3 - Population Density per Region 1981

Region	Population (thousands)	Density (inhabitant/km^2)
North	2 977	163
Centre	2 343	85
Lisbon	3 182	218
Alentejo	512	14
Algarve	324	103
Azores	243	108
Madeira	253	319

Source: INE - 12th General Census

The major cities are Lisbon (807 000), Oporto (327 000), Amadora (96 000), Setúbal (78 000) and Coimbra (75 000). The most recent figures(1) on population projection for the year 2000 are based on estimated birth and mortality rates, emigration rates and the return of emigrants.

---

(1) Portugal: 2000 AD, J. Manuel Nazareth and Maria Filomena Mendes - a survey conducted for a project initiated by the Calouste Gulbenkian Foundation.

The authors considered four of the possibilities studied. Table I. 4 shows the results obtained from each situation comparing them with the population of Portugal in 1980.

Table I.4 - Population projections for the year 2000

	1980	Situation I	Situation II	Situation III	Situation IV
Total Pop.	9 833 014	9 065 046	8 843 598	9 827 349	9 737 932
Av. Annual Growth		- 0,41%	- 0,53%	- 0,003%	- 0,05%
Young people	2 508 673	1 492 552	1 433 775	1 599 667	1 660 416
	(25.51%)	(16.46%)	(16.20%)	(16.28%)	(17.05%)
Adults	6 198 883	6 113 158	5 965 711	6 742 740	6 603 532
	(63.04%)	(67.44%)	(67.42%)	(68.61%)	(67.81%)
Old people	1 125 458	1 459 336	1 449 112	1 484 942	1 473 984
	(11.45%)	(16.10%)	(16.38%)	(15.11%)	(15.14%)
Population (12-18)	-	793 977	754 226	833 539	873 162

Assumptions:

Situation I - Fall in birth and mortality rates, high emigration and migrant workers return rate.
(20 000 returns/annum and 80 000 emigrants/annum)

Situation II - Fall in birth and mortality rates, high emigration and moderate workers return rate.
(10 000 returns/annum and 80 000 emigrants/annum)

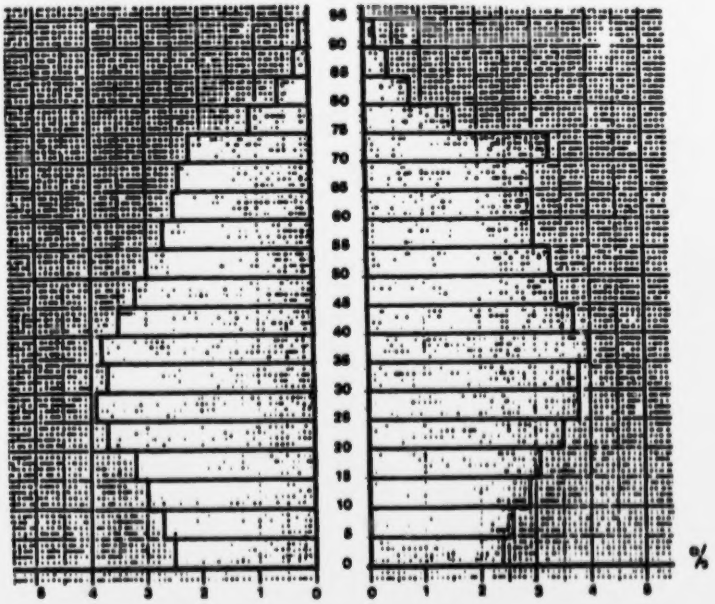
Situation III - Fall in birth and mortality rates, moderate emigration rate and high return rate. (20 000 returns/annum and 40 000 emigrants/annum.

Situation IV - Fall in birth and mortality rates, moderate emigration and return rates (40 000 emigrants/annum; 10 000 returns/ annum)

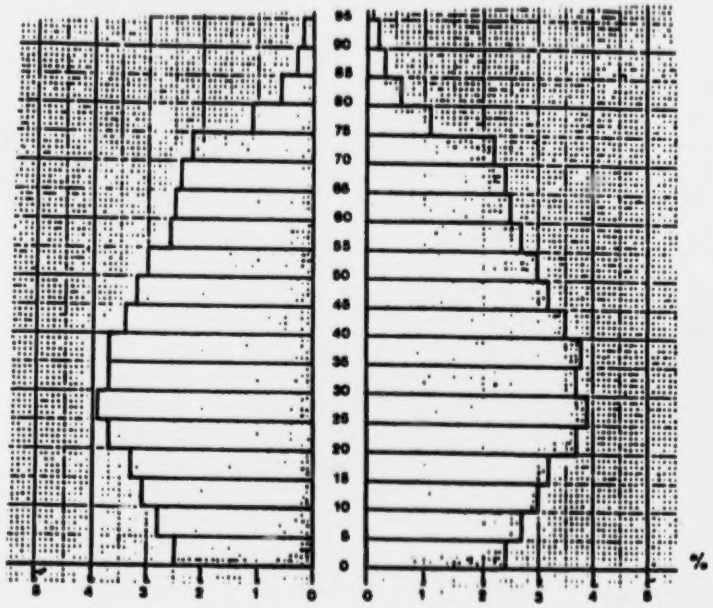
Table 1.5 on the following page shows the age pyramids corresponding to each of the situations described.

Table I.5 - Age Pyramid (2000 AD)

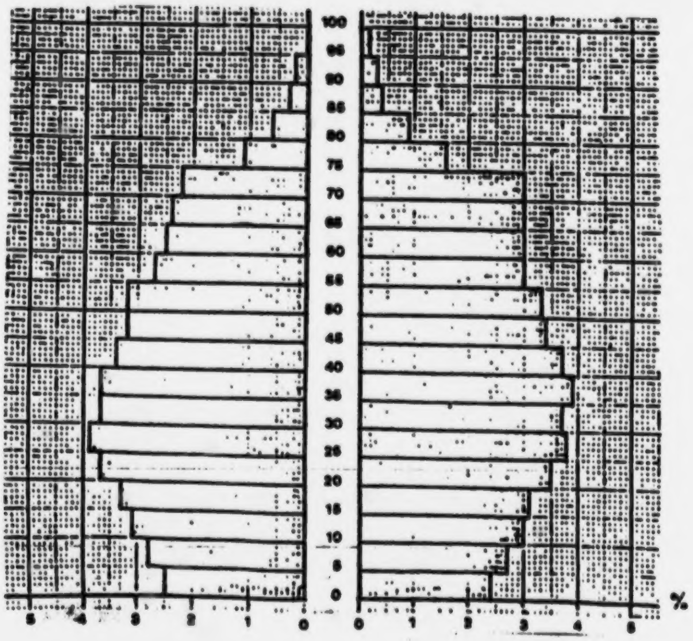
Situation I



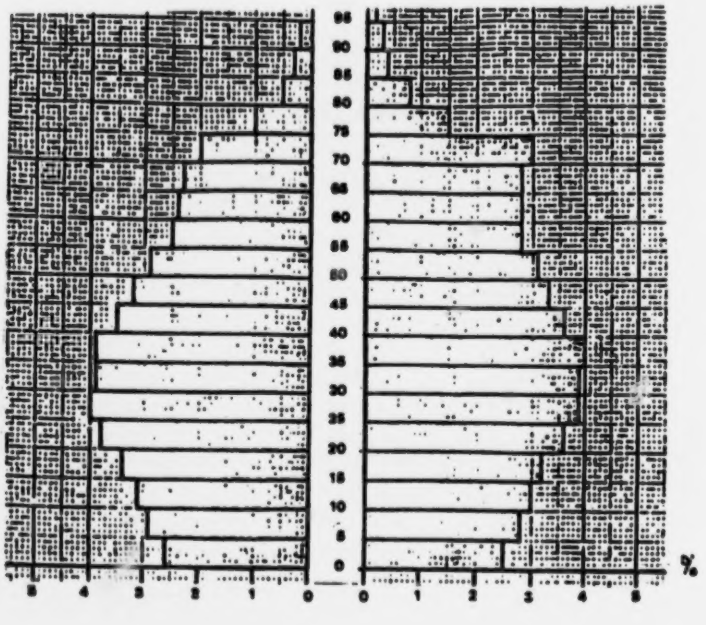
Situation II



Situation III



Situation IV



Situation IV - Fall in birth and mortality rates, moderate emigration and return rates. (10 000 returns/annum and 40 000 emigrants/annum).

The age pyramid charts for each situation are shown in Table I.5 on the previous pages.

I.4 Employment and unemployment

The working population, which has increased significantly in recent years due principally to the growing number of young people and women entering the labour market, was approximately 42.5% of the total population in 1981. Changes in the proportion of men and women in the work force are shown in the following table:

Table I.6 - Rates of Activity

Year	M&F	Rates of Activity		
		Men		Women
1960	37.7	64.6		12.8
1970	38.8	60.9		18.9
1981	42.6	57.1		29.0
1987		56.2	M_1	37.9
			M_2	39.8

Source: INE - 10th, 11th and 12th General Censuses
- Population Study Centre

DEP/MTSS - Projections for Rates of Activity

In 1981, when a total of 3 800 000 people were employed (19.8% in the primary, 38.1% in the secondary and 42.1% in the tertiary sectors), the number employed in the primary sector was still large compared with other countries in Europe, in spite of a significant increase in the numbers of those in the secondary and, in particular, in the tertiary sectors.

Table I.7 - Distribution of Employment per Activity Sector 1970 - 1981

	1970	1981
1. Agriculture, forestry, shooting & fishing	31.7%	19.3%
2. Extractive industries	0.4	0.5
3. Processing industries	23.3	26.4
4. Electricity, gas and water	0.5	0.2
5. Building and public works	8.1	11.5
6. Commerce, hotels and restaurants	10.8	13.4
7. Transport and communications	4.7	5.0
8. Banks, insurance, property transaction	1.8	2.6
9. Services	15.4	21.0
10. Other activities	3.3	0.1

Source: INE - 11th and 12th General Censuses

In addition, it is interesting to note changes in the pattern of employment in jobs where there has been a slight increase in the number of employed persons (in 1970 74.7% of the total were in this category and in 1981 76.7%).

Table I.8 - Type of employment of working population

	1970	1981
Employers	73 155	129 979
Self-employed - no staff	582 775	630 066
Employees	2 363 980	2 936 017
Unpaid family	128 895	100 165
Others	15 050	32 037
TOTAL	3 163 855	3 828 264

Source: INE - 11th and 12th General Censuses

Another important aspect is that most enterprises employ less than 100 persons, while only 2.7% employ 100 or more. However, only 15.1% of the total labour force is employed by the former, while 45.4% are employed by the latter.

Another factor is the low level of both basic education and training of the work force. The average level of education of the work force is very poor, about 72% having received only preparatory education.

Table I.9 - Levels of Education of the Work Force

	Primary	Secondary	Tertiary
Illiterate	29.6%	5.4%	4.1%
Elementary reading and writing	25.5	8.2	4.9
Elementary primary education	41.2	59.1	46.9
Supplementary primary education	6.0	17.0	16.1
Secondary education	1.6	8.4	18.1
Intermediate education	-	0.2	1.9
Higher education	0.1	1.7	6.7
Full education	-	-	1.3

Source: INE -Inquérito Permanente ao Emprego (IPE) (Continuous Education Survey) (1982 2nd half-year).

Unemployment(2), the other factor affecting the work force, has increased(3) slightly, although similar to current European figures, the overall percentage at the end of 1982 being about 7.5%, with female unemployment around five times that of male. The high rate of unemployment of 15 to 24 year olds should be noted, in particular young women for whom the 1982 rate was around 23.8% (about twice the 1975 rate), as the following table shows:

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(2) The figures available in respect of unemployment per level of education and per certain population groups relate to the end of 1982, the definition of unemployed being those who have not worked at all during the period in question and, since they had no regular or seasonal work, who attempted to find work during this period. However, in 1983 the INE Employment Survey gave a broader definition of unemployment which does not include individuals seeking work; according to this, at the end of 1983 the unemployment rate was 10.4%.

Table I.10 - Unemployment Rates

	2nd half 1975	2nd half 1982
Total unemployment		
Men & women	5.7	7.5
Men	5.3	4.1
Women	6.4	12.1
Youth unemployment (15 - 24 years)		
Men & women	12.7	15.5
Men	12.5	8.8
Women	12.9	23.8
Female unemployment (25 - 54 years)	1.7	8.0
Male unemployment (25 - 54 years)	1.6	1.5

Source: INE - Continuous Employment Survey (IPE)

(3) This increase was due to both the international economic crisis and internal factors, such as the return of nationals from the former Portuguese colonies and the slowing down of emigration at the beginning of the seventies. The Employers Confederations maintain that the revision of legislation is one of the most essential steps to be taken in the improvment of the employment situation.

Another aspect which should be mentioned is aid for the unemployed by the payment of a grant. Only about 20% of those registered at the Employment Centres are eligible since the conditions to be fulfilled are strict(4).

The level of education of the unemployed is the same as that of the employed, although it was observed that young people looking for their first employment are better qualified than those looking for new jobs, as is illustrated in Table I.11.

Table I.11 - The Unemployed per Type of Education received(%)

	Seeking 1st employment(%)		Seeking new employment (%)	
	1975	1982	1975	1982
Illiterate	-	1.3	4.0	3.7
Elementary reading & writing	6.0	2.0	10.3	3.7
Elementary primary education	33.8	31.8	57.9	54.6
Supplementary primary education	32.5	39.0	16.7	21.5
Secondary education	26.5	23.2	10.3	15.3
Higher education	1.2	2.7	0.8	1.2

Source: INE - Permanent Employment Survey (2nd half year)

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(4) This system was replaced by an unemployment insurance scheme integrated in the general Social Security system under Decree-Law no. 20/85. Under this new scheme when the worker was involuntarily unemployed his career was taken into account when caculating his grant, the amount and duration of payment of which is directly linked to the periods of work, his contributions and wages lost.

In order to forecast changes in skilled labour requirements over a long period, a survey was conducted using a model to forecast requirements for the year 1992; three main parameters were employed (economics, education and labour) making assumptions relating to changes in: i) the product and productivity per activity sector; ii) education structures, such as extending compulsory education to 9 years; iii) the quality of employment(8).

According to this survey, for the period 1977 - 1992 being analysed, according to the situation in which more moderate increases in output and productivity were envisaged, a certain level of employment will be reached, although there will be about 750 000 unemployed at the same time.

Although the model indicates that there is an imbalance between labour supply and demand, it also shows that this can be avoided, provided that specific training is instituted to provide greater mobility between jobs and sectors so that the less skilled workers can become more skilled or work in sectors with greater labour requirements. In order to achieve the increase forecast and the consequent improved development, it is essential to have workers who are more skilled.

From this survey we may conclude that the serious difficulties confronting the Portuguese economy are the result not only of limitations of a financial and structural nature but also of a shortage of labour, especially of highly skilled operators and employees and middle management, the latter in the broad sense of the word. This shortage would be all the more serious if, in view of the economic recovery already embarked on in some countries, our country were able to initiate high technology industrial projects on a short term basis.

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(8) See "Estratégia do Desenvolvimento dos Recursos Humanos em Portugal (Reflexos sobre o Emprego)" (Manpower Development Policy in Portugal - Thoughts on Employment)

It therefore appears essential to train around 40 000 workers annually, in addition to about 10 000 middle management. We must train these numbers if the quality of our labour force is to match that of Europe.

Chapter II

ECONOMIC FRAMEWORK

2.1 - Economic Situation

The principal feature of the evolution of the Portuguese economy in the twenty years prior to 1973 was a relatively rapid development, albeit unbalanced since industrial output increased while agricultural output stagnated.

Emigration, which led to an increase in productivity per man in agriculture without increasing output did however enable trade balance deficits to be eliminated (through remittances from the emigrants) with the result that there were consecutive surpluses in foreign trade balances, with the consequent build-up of gold and foreign currency reserves.

As a result of the first oil and raw materials crisis in 1973-1974, there was a considerable fall in the value of our currency on the international market which, together with a fall in exports and emigration as a result of the subsequent international crisis, caused large trade balance deficits from 1974 onwards. In addition, the significant change in the structure of profit distribution in Portugal at that time contributed to affect imports. Furthermore, in 1974 inflation increased, principally as a result of the rise in the cost of raw materials, devaluation of the escudo, anticipation of inflation (mainly by enterprises) and, up to 1983, even an increase in demand.

In 1983 development of the Portuguese economy was influenced by the policy of stabilization. Its prime object was to reduce the foreign trade balance, which was resulting in an excessive deficit in the balance of trade and an increase in external debt.

This policy had its effect, especially on investment. In fact the formation of gross fixed capital in 1983 fell by 7.5% in real terms in comparison with the previous year, contributing considerably to a reduction in investment by the public service sector.

Table II.1 - Principal Economic Indicators

	% age Variation		
	1981	1982	1983
Home demand	3.5	3.4	- 7.1
Private consumption	2.8	2.1	- 1.0
Public consumption	5.3	4.5	4.2
Formation of gross fixed capital	5.1	2.9	- 7.5
Exports of goods and services	- 2.4	6.0	16.7
Gross domestic product	0.8	3.2	- 0.1
Agriculture and fisheries	- 13.2	5.8	- 5.0
Processing industries	2.0	2.8	1.0
Construction	4.0	2.0	- 3.0
Services	4.0	3.3	- 4.0
Real wages (average)	1.4	- 1.1	- 4.9
Private individuals real disposable profits	0.1	0.7	- 4.2
Prices			
Throughout the year	25.0	18.8	33.9
Average	20.0	22.4	25.5
Balance of current transactions			
In 10^6 US$	- 2 852	- 3 245	- 1 686
Percentage of GDP	- 11.7	- 13.4	- 7.4
Total liquid credit in the public administration sector (% of GDP)	11.8	11.4	9.2

Source: Annual Report of the Bank of Portugal, 1983

It is estimated that the changes in the Gross Domestic Product in 1983 were approximately equivalent to the stagnation, which was due primarily to the agricultural sector, the lack of activity in the building industry and the decrease in activity in all services (with the exception of the Public Services). The GDP structure for the principal sectors of activity in recent years was as follows:

Structure of Gross Domestic Product

Current prices	1981	1982	1983
Primary sector	8.1%	8.3%	8.1%
Secondary sector	37.8	37.9	38.1
Tertiary sector	54.1	53.8	53.8

Source: Annual Report of the Bank of Portugal, 1983

2.2 - Regional Differences

Although the area of Portugal is relatively small, there are very considerable regional differences, as some socio-economic factors indicate.

For example, although the population has increased by 1.1% annually in the last decade, this has not occurred equally throughout the regions. The Centre and Alentejo regions have a relatively low population density and an ageing population, while in the Lisbon, North and Algarve regions the population is increasing fairly rapidly. It appears that people are attracted to the Lisbon, Oporto and Algarve areas but avoid the Alentejo and North Interior (Table II.2).

The contrast between regions referred to is confirmed by the regional distribution of the working population. Employment is considerably below the national average in the areas avoided by people - the Alentejo and North Interior, and even the Algarve. Female employment differs appreciably between regions considered the most industrialized and those predominately agricultural, the greatest change being the increase in these employment rates in the North Interior, Centre and Lisbon (12.8%, 12.4% and 12.7% respectively). In the autonomous regions of the Azores and Madeira the prominent feature is the low rate of employment, especially of women in the Azores (11.8%).

About 65% of all employees are concentrated in the Lisbon and North regions. Differences in structure are even greater than the distribution of employment: regions which attract employment all have large secondary and tertiary sectors and the latter has modern tertiary activities, such as administration, banking, business services etc, especially in the Lisbon region, whereas in the unattractive areas (North Interior, Alentejo) economic activity is principally in the primary sector, with little in the secondary sector and the third consisting mainly of traditional activities associated with small businesses. In the self-governing regions most employment is in the tertiary sector; in the

Table II.2 - Population, Employment & Enterprise Structure per Region

1970-1981

	North Interior		North Littoral		Centre		Lisbon Region		Alentejo		Algarve		Madeira		Azores	
	1970	1981	1970	1981	1970	1981	1970	1981	1970	1981	1970	1981	1970	1981	1970	1981
Total Population (thousand)	446	449	2 169	2 528	2 197	2 343	2 466	3 182	528	512	268	324	251	253	285	243
Working Population	152	162	834	1 104	816	960	1 044	1 434	228	210	111	132	96	98	94	82
Rate of activity	34,1	36,1	38,5	43,7	37,1	41,0	42,3	45,1	43,1	41,0	41,4	40,9	38,2	38,9	33,0	38,7
Rate of activity (to 25 yrs)	37,8	40,2	48,0	51,9	42,7	46,7	45,0	40,2	45,3	41,8	40,9	44,5	46,4	41,8	35,9	38,6
Rate of activity (female)	5,5	18,3	23,7	32,4	14,7	27,1	21,4	34,1	17,9	23,7	15,7	24,6	23,1	26,8	6,5	11,8
Total Employment	137	145	798	1 009	755	894	986	1 327	209	183	103	120	89	91	87	77
Primary	68,3	53,3	23,2	14,4	44,0	30,6	15,5	8,2	57,3	24,9	43,5	39,2	35,9	22,3	49,8	31,7
Secondary	10,5	18,4	45,2	50,7	30,4	39,0	31,7	35,3	15,7	27,6	24,3	23,2	35,1	34,7	17,3	25,3
Tertiary	21,2	28,3	31,6	34,9	25,6	30,4	52,8	56,5	27,0	47,5	31,8	37,6	29,0	43,0	32,9	43,0
Enterprise Structure																
No. of Establishments	1 929	2 118	25 047	29 566	18 338	21 806	39 811	44 568	5 200	3 059	3 486	5 704	2 633	2 010	2 186	2 371
No. of Jobs	10 700	21 172	320 700	532 161	178 700	332 063	486 700	771 111	29 700	40 589	26 400	61 180	20 200	28 257	14 100	22 053
Job/Establishment ratio	5,5	10,0	12,8	18,0	9,7	15,2	12,2	17,3	5,7	13,3	7,6	10,7	7,7	14,1	6,5	9,3
Total Unemployment	6	13	20	84	24	53	21	93	7	24	4	10	3	6	3	3
Unemployment rate (total)	4,2	8,3	2,3	7,6	2,9	5,6	2,0	6,5	3,8	11,3	3,6	7,8	3,1	6,1	3,2	3,2
Unemployment rate (to 25 yrs)	11,9	20,0	5,7	16,9	7,4	13,9	6,9	18,3	14,5	22,1	14,0	26,1	8,0	14,3	7,8	8,3
Unemployment rate (female)	7,0	14,4	2,4	11,7	3,7	9,7	2,6	11,2	7,5	15,4	4,4	25,4	1,6	10,0	3,7	9,0
Jobs sought at end of year	211	7 481	5 670	53 673	2 525	59 557	8 456	94 218	2 292	11 820	1 201	17 721	1 017	5 678	392	2 443
Vacancies at end of year	681	204	3 084	712	3 845	3 517	3 495	2 984	352	767	427	564	607	463	111	64

Source: INE - 11th & 12th General Censuses

MTSS/SE - Enterprise records
MTSS/IEFP - Employment Market

Azores the second most important sector is the primary, while in Madeira it is the secondary.

The most significant changes in structure during the last decade have occurred in the Alentejo, the Azores, the Centre and North Interior regions. In the Alentejo employment in the primary sector fell from 57.3% to 24.9%, while in the secondary and tertiary it increased from 15.7% to 27.6% and 27% to 47.5% respectively. In the Azores the primary sector's share fell from 49.8% to 31.7% and the secondary and tertiary sectors' increased from 17.3% to 25.3% and 32.9% to 43% respectively. In the Centre region the primary's share fell from 44% to 30.6%, while in the secondary and tertiary it increased from 30.4% to 39% and 25.6% to 30.4% respectively. In the North Interior there was a 15% decrease in the primary sector and increases of 7.9% in the secondary sector and 7.1% in the tertiary sector.

In spite of the considerable difference in the distribution of employment per activity sector, it is interesting to note that the Centre, Lisbon and North Littoral regions grow most of the agricultural products, with the highest productivity in the Lisbon region. This is principally the result of good soil, improved irrigation, better crop planning, more mechanization and more profitable enterprises. It is in these regions where more modern methods are practised that the number of workers employed is falling the fastest. The solution to the problem of development of depressed regions therefore lies in the modernization of their agriculture.

The following table shows the principal industries in each region, judged by the number of establishments.

Table II.3 - Industrial enterprises per region (%)

Industry	North Interior %	North Littoral %	Centre %	Lisbon %	Alentejo %	Algarve %	Azores %	Madeira %
Construction	32,2	22,3	25,2	24,2	16,6	34,4	27,4	25,4
Food & Drink	23,7	-	-	12,2	37,4	19,7	29,2	16,4
Timber & Cork	14,2	21,5	18,7	12,2	15,3	15,8	11,7	-
Metalworking	10,9	13,0	12,6	16,7	13,7	12,2		
Textiles	-	19,9	15,5	12,2	-	-	-	13,2

Source: MTSS-SE - Quadros de Pessoal (Personnel), 1981

The highest unemployment rate is in the Algarve (11.3%) and the lowest in the Azores (3.2%). However the highest unemployment rates among the under 25s and female workers are in the Alentejo (26.1% and 25.4% respectively) while the lowest are again in the Azores (8.3% and 9%).

The Ministry of Labour and Social Security employment statistics show that the largest number of job applications came from the Lisbon region (37% of the total), followed closely by the North and Centre with about 24% each. The region with the highest proportion of vacancies was the Centre, with approximately 38% of the total, followed by Lisbon with around 32%.

A breakdown of the above supply and demand figures into activity sectors shows that in all regions most applications are for work in the tertiary sector; in the textile and clothing industries of the North Littoral and Centre regions, for agricultural work in the Lisbon and Alentejo regions, especially the latter, for non-skilled jobs and also for those in all regions in which female labour is traditionally employed. In all regions vacancies were mainly in civil engineering but there was also demand for skilled operators in woodworking, metal working and textiles. In the autonomous regions more than half the applications were from unskilled workers or workers from the service sector, while vacancies were chiefly for skilled workers in the civil engineering sector.

The above illustrates to a certain extent the difficulties that exist for women in finding employment and the importance of vocational training as a means of adjusting the imbalance between the plentiful supply of non-skilled labour and the demand for skilled labour when the latter is in short supply.

An examination of the education levels of the working population also reveals contrasts - a high proportion of illiterate persons in the North Interior, Centre Interior, Alentejo and Madeira regions (29%, 29%, 34% and 30% respectively), while in the Lisbon region twice as many workers have attended secondary schools as in the other regions, with some even receiving higher education.

Between 1970 and 1981 there was a 40% overall increase in school attendance; all regions experienced an appreciable increase, indicating the extension and diversification of the education system and a marked tendency towards an increase in education. In particular a rapid increase in numbers in the preparatory and general secondary stages was observed, although this was not entirely uniform.

The differences observed in the pattern of dropping out of the system in the different regions are interesting. In 1981, the figures for State education (there is no information on the private system) show that in the North, Centre and Alentejo regions the proportion of drop-outs up to and including the 6th year is over 70%, while the figure for the other regions is around 50%. This important aspect must be taken into consideration when organizing a vocational training system, the objective of which is not only to make up for the lack of overall structures but also for regional deficiencies in existing structures.

2.3 - Principal Lines of Development

In view of the factors affecting the economic policy as defined in the Programa de Recuperação Financeira e Económica (PRFE) (Financial and Economic Recovery Programme) for 1984/87 - external debt and foreign balance of payments, the high level of unemployment and inflation and the need for efficient preparation for entry into the EEC - the medium term objectives of the economic policy are as follows:

- to restart economic growth to enable it to accelerate from 1988;

- to reduce the problems of unemployment;

- to make a significant gradual reduction in the rate of inflation.

According to the same source it will be necessary to pursue a policy of controlled expansion which, in the first stage (1985) will ensure a 3.1% growth in GDP, which will reduce unemployment to a certain extent; in the second stage, 1986 and 1987, a GDP growth of around 4.1% is forecast, provided that an 8% increase in exports is achieved. .

Table II.4 - Internal Expenditure

1984 figures (million escudos)	1984	1985/84 %	1985	1986/85 %	1986	1987/86 %	1987
Private consumption	1 980	0,0	1 980	1,5	2 010	2,0	2 050
Public consumption	403	1,0	407	2,0	415	2,0	423
FBCF	735	2,0	750	6,0	795	7,0	851
Stock variation	- 29	x	+ 20	x	+ 40	x	+ 30
(Consumption + stock variation)	(1 951)	(2,5)	(2 000)	(2,5)	(2 050)	(1,5)	(2 080)
Home demand	3 089	2,2	3 157	3,3	3 260	2,9	3 354
Export of goods & services	990	8,5	1 074	8,0	1 160	8,0	1 253
Overall demand	4 079	3,7	4 231	4,5	4 420	4,2	4 607
Import of goods & services	1 234	5,3	1 299	5,3	1 368	4,5	1 430
GDP_{pm}	2 845	3,1	2 932	4,1	3 052	4,1	3 177

Source: Financial and Economic Recovery Programme (PRFE)
1984 - 1987

The first objective is the creation of conditions for rapid growth from 1988 onwards in such a way that basic balances will not be affected, rather than the hasty reinflating of the economy. This rapid short term growth time requires:

- the immediate overcoming of the worst deficiencies in the production sectors with a significant effect on the reduction of the balance of trade deficit;

- a rapid increase in exports so that by the end of 1987 the rate of covering imports by exports is greater than at present;

- an improvement in competitiveness abroad so that our position on international markets can be maintained and improved; this will have to be achieved primarily through aiding the introduction of new technology and the improvement of quality, not through currency devaluation;

- the training of workers for the requirements of future economic growth, especially taking into consideration entry to the EEC and the introduction of new technology;

- the restoration of financial and economic balances in the public sector and in private enterprise.

The second objective - relating to reducing the problems of unemployment - will involve:

- avoiding an uncontrolled reduction in the agricultural work force;

- increasing employment in the civil engineering sector;

- guaranteeing economically justified work in the traditional industrial sectors in which re-structuring and adapting to new technology must take place;

- developing the industrial structure and improving inter-sectorial relationships in sectors based primarily on medium and small-size enterprises.

In order to attain these objectives the programme gives priority to the following:

- the reorganization of the banking system and reintroduction of the financial market;

- the economic and financial reorganization of viable enterprises;

- the rationalization of the State enterprise sector;

- regional policy;

- reform of the tax system.

Work is also in progress preparing the Programa de Modernização da Economia Portuguesa (Programme for the

Modernization of the Portuguese Economy); this includes work related to vocational training and technological innovation.

Chapter III

ACADEMIC EDUCATION AND INITIAL VOCATIONAL TRAINING

This chapter contains an introduction and description of the official education system and the vocational training schemes in use in 1985. Table III.1 is a chart showing the organization of the education and training systems.

3.1 - Description of the Education System

This sub-chapter contains descriptions of the different systems making up the education system, from pre-school to higher education.

3.1.1 - Pre-School Education

Pre-school education for children from 3 years until they enter the compulsory system takes place in establishments known as nursery schools, which may be either in the State or the private and cooperative systems.

In 1982/83 there were a total of 2 262 nursery schools (79% State and 21% private and cooperative) attended by 61 920 children (58% in State schools and 42% in private or cooperative schools). In the same year there were 2 883 teachers at these schools (62% in to the State system).

3.1.2 Basic Education - Compulsory Attendance

Basic education, which is obligatory and free, lasts for six years and consists of primary (the first four years) and secondary (the fifth and sixth years) education.

3.1.2.1 Primary Education

Primary education, which is for children of 6 years and lasts for 4 years, takes place in classes in primary schools (10 462 in 1982/83), 93% of which belong to the State and 7% to the private and cooperative systems.

Schools, which are located throughout the country in accordance with pupil density, vary very considerably. There are many different types, from those in regions where attendance is very low with only one teacher for the 4 different years, to those in large urban areas with numerous teaching staff and 20 or more classrooms. Over half the total number of schools are of the first type.

In the 1982/83 academic year a total of 866 659 primary school pupils were registered, of these 93% were in the State system, or about 115% of the corresponding age group(6). In the same year there were 41 649 primary school teachers (i.e. teachers who had attended a course at one of the Primary teacher training colleges), 94% (39 275) in the State system. 74% of the State system teachers are in the staff category, i.e. they have a permanent position on the staff.

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(6)The percentage is over 100 since there are children of over 10 years of age in the system.

3.1.2.2 Preparatory Education

Two methods are employed in Preparatory education, which forms the 5th and 6th years - direct teaching and indirect teaching by means of television. In 1982/83 80% of this age group (361 421) attended school, of these 83% were taught by the direct method and 17% indirectly .

3.1.2.2.1 Direct Preparatory Education

This stage, which for some pupils is the last, is the transition stage before unified secondary education; it consists of three types of course:

- normal, for the under 14s;

- daily supplementary, for pupils of 14 to 18 who are not working;

- supplementary evening, lasting one year for the over 18s, or for those between 14 and 18 who can prove they are employed with remuneration.

Teaching is given in preparatory schools, or in schools where direct secondary teaching is also provided, on single subjects (in exceptional cases two subjects) by staff (26 161 in the 1982/83 academic year - 90% in State education) who in State schools may be either: trained teachers (50% of the total), qualified (38%) or unqualified (12%).

As in primary education teaching takes place in a wide variety of premises. In 1982/83 there were 636 establishments (68% of them in the State system, the remaining belonging to the private and cooperative systems).

3.1.2.2.2 Preparatory Education using Television

Preparatory Education using Television as a means of making compulsory education possible is found principally in rural areas where it is more difficult to provide direct education.

Teaching is by means of television under the guidance of teachers - special staff recruited from qualified primary school teachers. In the 1982/83 academic year there were 1 157 television sets, 1 131 (98%) of which belonged to the State system. The number of sets increased in the same year to 3 295, 3 225 (98%) of which were owned by the State system.

This method is used for the teaching of all preparatory education subjects with the exception of foreign languages. In the year 1982/83 59 407 students were taught by this method, 58 062 (98% of the total) of whom used State-owned sets while the remainder were privately owned .

3.1.3 Secondary Education

Secondary education, which covers six years (7th to 12th year), is divided into a general unified course (7th to 9th year) and a supplementary course (10th to 12th year). Secondary education also provides evening classes for student workers - a system used in previous structures.

3.1.3.1 Unified Secondary Education

In the 1982/83 academic year a total of 340 565 students attended the three year unified secondary education courses, about 89% of whom were on the State system.

3.1.3.2 Supplementary Secondary Education

There are three distinct sections in supplementary secondary education: i) academic; ii) specialized technical courses iii) vocational courses.

3.1.3.2.1 Academic Education

Academic education, the more traditional type of education involving a sequence of subjects, covers five different areas: i) A - Natural and Exact Sciences; ii) B - Science and Technology; iii) C - Economics and Sociology; iv) D - Humanities; v) E - The Visual Arts.

In the 1982/83 academic year 198 667 students attended the 3 years in this branch of the supplementary secondary system, 182 746 (92%) were in the State and 15 921 (8%) in the private and cooperative sectors.

3.1.3.2.2 Specialized Technical Courses

The object of the specialized technical courses held in the 1982/83 year was primarily to train specialists at an intermediate level, giving them in addition general preparation equivalent to that in these areas in academic education.

The courses last for 3 years (10th, 11th and 12th years of education) but in some cases pupils may leave to start their careers at the end of the 11th year. Courses include general training, specific training and specialized technical training; the last may involve stages in which working conditions are simulated, either after or during schooling.

In the 1983/84 academic year specialized technical training courses were attended by a total of 225 students in Agriculture (30 students), Mechanical Maintenance (45), Practical Electricity (45), Electronics (30), Accountancy (45) and Civil Engineering (30). In the 1984/85 year 125 classes are being held in Agriculture, the Food Industry, Mechanical Maintenance, Practical Electricity, Electronics, Civil Construction, Civil Architecture, Accountancy, Accountancy and Management, Assistant Management, Chemistry, Computer Studies, Data Processing, Ceramics, Graphic Art and Composition, Equipment Technology, Textile Production Technology, Photogrametrics, Photogeometry Technique and Cartography. Students may go on from these courses, where attendance is about 1 900, to higher education under the general intake system.

3.1.3.2.3 Vocational Courses

The prime object of vocational courses, which were started in the 1983/84 academic year, is to enable students to learn the skills for the various sectors of activity. Courses consist of 12 months theory followed by 6 months practical during which they are supervised by specialist teachers and technicians from the enterprises involved.

Specialized one year courses may be organized to suit local or regional requirements; certificates will be awarded and students attending may then take 3 year courses at evening classes to complete general and vocational training, after which they can go on to higher education under the general entry system.

In the 1983/84 academic year 395 students attended vocational training courses on the following subjects: Practical Agriculture (45 students), Electricity (90), Metalworking (110), Civil Engineering (59), Jewellery (16) and Typing/ Secretarial Work (75). In 1984/85 there were about 1000 students in 66 classes studying the same subjects as the previous year.

3.1.3.3 Teaching staff

Secondary education classes are held on single subjects, as in preparatory education, and the teaching staff have allattended college or university. In the 1982/83 academic year there were 38 967 teachers, 86% in the State and 14% in the private sector.

Secondary education teaching staff cover 25 general and specialized subjects; external staff are brought in to teach some subjects of a vocational nature.

3.1.3.4 Teaching establishments

Secondary education is given in secondary schools, of which there are two types: i) those used entirely for the unified general course; ii) those used for both the unified and the supplementary course simultaneouusly. Many combinations of the three branches of supplementary secondary education are found in the second type of school.

In the 1982/83 academic year 306 schools were used for unified general education and/or unified general education with supplementary education.

3.1.4 Higher Education

Higher education comprises university and non-university education in State and private institutions.

11% of young people of this age group attend higher education establishments, including those in the private and higher military systems. In the 1982/83 academic year 80 000 students were registered in the State system, about 72 000 at universities (15% of whom were at universities founded since 1973), the remaining 15% being on non-university courses. In the same year there were about 8 000 lecturers in the State system, giving a student/lecturer ratio of 10 to 1.

In 1982/83 138 courses were held in the State system in the following approximate proportions: 20% Engineering, 15% secondary and preparatory teacher training, 14% literature, 12% social sciences, 11% natural and exact sciences, 8% agriculture and forestry; courses were also held on law, art, medicine etc.

3.1.4.1 Entry to Higher Education

Entry to all courses is by examination. Candidates must be approved by the secondary education supplementary establishment and must achieve the annually defined standards in the national examination.

In addition to this system of entry there is a special system for the over 25s who have no entry qualification for higher education; it consists of a special examination to determine their suitability, each course having its own minimum marks.

13 000 to 14 000 students have been entering higher education annually since the 1980/81 academic year.

3.1.4.2 University Higher Education

10 universities and 2 university institutes provide State higher education. The university teaching staff may be heads of departments, senior lecturers, lecturers, assistant lecturers or junior assistant lecturers.

University courses are from 4 to 6 years (for a licentiate), or 2 years for post-graduates (for a master degree). Some establishments still have specialized and retraining courses for which no degree is awarded.

3.1.4.3 Non-University Higher Education

Non-university State higher education takes place principally at polytechnics and 9 other institutions the nature of which is not defined and which do not form part of the university or polytechnic systems; they provide short courses on accountancy, engineering management and the plastic arts.

The polytechnic system, which is still in its initial stages, will consist of 14 polytechnics, which form part of the 16 further education colleges, 5 agricultural colleges and 7 technical colleges; 7 polytechnics, 11 further education colleges, 4 agricultural colleges and 3 technical colleges are already open or about to open. It is envisaged that the polytechnic teaching staff will include senior lecturers, with or without master degrees, lecturers and assistant lecturers (2 grades). A bacchalaureate is awarded at the end of the 3 year polytechnic courses.

3.1.4.4 Higher Education - Military

The higher education (Military) system includes the Military Academy, the Air Force Academy and the Naval College where officers of the three branches of the Armed Forces are trained. In 1980/81 614 students were enrolled at these establishments - 414 at the Military Academy, 66 at the Air Force Academy and 134 at the Naval College.

3.1.4.5 Private Higher Education

Private higher education, the objectives of which and degrees awarded are the same as its State counterpart, is provided at two universities, three institutes with university status and five other higher education non-university institutes(7).

3.2 Apprenticeship System

In 1980 a programme for youth training in enterprises was introduced as the result of cooperation between the Ministry of Labour, through the Instituto de Emprego e Formação

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(7) No data is available for this type of education

Profissional (IEFP) (Employment and Vocational Training Institute), the Ministry of Education and a group of enterprises. This programme may be considered the start of an apprenticeship system in Portugal.

The aim is to train young people on leaving compulsory schooling at 14 on a three year course, including 16 hours general training and 24 hours technical training per week. While training students are paid a grant but do not form part of the work force. At the end of the period a certificate of proficiency may be awarded together with a certificate indicating an equivalent 9 years school attendance.

The programme commenced with four large enterprises in the State sector and was later extended to include 8 more, some in the private sector. It is interesting to note that in view of the size of the enterprises involved each has its own training centre. The number of students trained is as follows:

	80/81	81/82	82/83	83/84
Students	160	364	634	793

As soon as it came into force the programme was subject to Decree-Law no.102/ 84, which regulates apprenticeship training. This law specifies that a transition system may be established and used until the apprenticeship structures are fully operational.

3.2.1 Legal Framework

The apprenticeship system was created in 1984 by Decree-Law no.102/84, the features of which are:

- apprenticeship is considered to be a training process under contract with the object of the development of the ability to acquire, and the acquisition of the knowledge necessary to perform a skill; it may be considered equivalent to academic education;

- an apprenticeship contract which differs from an employment contract since it ceases at the end of the training period and is drawn up between the young person and an enterprise;

- candidates are young people aged between 14 and 24 who have attended compulsory education;

- the curriculum includes general training and specific training; the latter must consist of theoretical and practical aspects of a technical nature; general training comprises Portuguese, mathematics, world affairs and, whenever possible, a foreign language;

- training must not last more than 4 years, 8 hours a day and 40 weeks per year;

- apprentices who have passed the final examination will be awarded a proficiency certificate by the IEFP; it will be approved for their employment books and will be the equivalent of school education;

- during the training period apprentices will have the right to a training grant amounting to a percentage of the national minimum wage (30% in the 1st year, 40% in the 2nd year, 50% in the 3rd and 60% in the 4th);

- apprenticeship is organized on a tripartite basis within the IEFP by the Comissão Nacional de Aprendizagem (National Apprenticeship Committee) and the Regional Apprenticeship Committees.

3.2.2 Implementation of the Apprenticeship Law

Following the publication in March 1984 of the legislation on the apprenticeship training system, the following actions were initiated within the framework of structures specified in the Law (National and Regional Apprenticeship Committees:

- formation of Technical Apprenticeship Committees for the 5 sectors given priority for apprenticeship, namely: Agri-foodstuffs, Electronics, Data Processing, Metalworking and Services(8); these tripartite temporary committees are responsible for preparing studies for official projects relating to regulations governing apprenticeship in each sector, namely:

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(8)Provision is also made for the formation at short notice of a Technical Committee for the Civil Construction sector

- programmes for general and specific training;

-the maximum number of apprentices per skill or group of skills;

-the duration of apprenticeship per skill or group of skills;

-the number of hours apprenticeship per day and per week in relation to the maximum normal working periods specified in the Law and in the apprenticeship programme;

-the frequency of, and methods of conducting apprentice assessment and the composition of the committee present at the final assessment; it will consist of representatives of the Ministries involved and specialists appointed by the Sector Trade Union and Employers Associations;

-the terms and conditions under which apprenticeship courses will be considered equivalent to the education system.

- the sectors which will be affected by apprenticeship; some training programmes already approved are:

-the metalworking sector, for which all courses will be of 3 years duration and the skills covered will be:

- Metal Turning
- Milling
- Fine Metal Working
- Electrical Maintenance
- Metal working for civil engineering
- Pipe Work
- Welding

-the electronic sector - 3 year training with the option of an extra year in another specialized subject, activities covered being:

- Telecommunications Electronics
- Industrial Electronics
- Laboratory Electronics
- Consumer Electronics
- Computer Electronics.

-the field of data processing - 3 year courses for:

- Equipment Salesmen and Installers
- Software Salesmen and Installers
- Computer Operators
- Programers

-the service sector - 3 year training courses for the following:

- Administrators
- Receptionists

- Salesmen
- Self-service Operators
- Hairdressers and Beauticians

-Provision is made for a 4th year of specialization for Administrators and Salesmen giving them entry to:

- Secretarial Work
- Accountancy
- Assistant Librarianship/Documentation
- Technical sales representation

-in the agri-foodstuffs sector there are 3 year courses in/for:

- Preparation of dairy products
- Cellarmen
- Canning
- Butchers and pork butchers
- Bakers and confectioners
- Market gardening and fruit growing.

- the formation of the Comissão Tècnica de Aprendizagem para a Formação Geral (General Training Apprenticeship Technical Committee), the composition of which is identical to the Technical Committees referred to earlier, and which is responsible for the preparation of general training programmes; at present it submits curricula for approval by the CNA;

- the adoption of a scheme for the organization of a three year apprenticeship period suitable to any sector or region, with teaching in two parts: general and theoretical with practical training in an enterprise or job, including simulated practice at a centre; training to be based on a 5 day forty hour week as follows:

  - general education for a period varying from 8 to 10 hours per week in any of the 3 years;

  - lectures in theory for 4 hours in the first year, subsequently increasing to 8;

  - training in the job for 2 days a week in the 1st year increasing to 3 days a week in the 2nd and 3rd years.

In 1985 about 20 000 young people will be trained under the programme - about 5 000 on metalworking and the remainder distributed equally between the other sectors of activity. The courses are scheduled to start in October 1985.

3.3 Other Training Schemes

In addition to the initial training schemes just described, Portugal has other schemes covering Health, Tourism, Agriculture and the Maritime and Fisheries sector.

3.3.1 Health

Courses available on health, for which candidates must have attended school for 12 years, cover nursing and other paramedical subjects such as audiometry, physiotherapy, neuro-physiotherapy, orthoptics, laboratory work, radiology, occupational therapy, etc. These are all 3 year courses.

In the 1984/85 academic year courses are being held on the following subjects:

Health service colleges		1 207
Audiometry (2 colleges)	43	
Cardiopneumography (2 colleges)	63	
Dietetics (3 colleges)	78	
Physiotherapy (4 colleges)	259	
Neuro-physiology (2 colleges)	25	
Orthoprosthesis (1 college)	9	
Orthoptics (3 colleges)	31	
Laboratory preparation - pathological anatomy (3 colleges)	66	
Laboratory preparation - clinical analyses and public health (3 colleges)	200	
Laboratory preparation - pharmaceutical (3 colleges)	63	
Laboratory preparation - nuclear medicine (1 college)	11	
Radiodiology (3 colleges)	204	
Radiotherapy and radiation dosimetry (2 colleges)	25	
Speech therapy (2 colleges)	45	
Occupational therapy (2 colleges)	85	
Nursing colleges		2 920
General nursing (26 colleges)	2 920	
Total		4 127

In the 1983/84 academic year a total of 388 students, 325 of whom were in the State system. attended the 26 nursing colleges, 2 of which are in the Azores. In the last two years an average of 392 passed out of the Health Service Colleges with diplomas; in 1983 745 attended the nursing colleges.

The Ministry of Health is also responsible for the National Health Institute's course for nursing auxiliaries. This is a 2 year course for students who have completed 9 years schooling. 103, 73 and 65 students were trained in the 2 training centres in operation (Lisbon and Oporto) in 1982, 1983 and 1984 respectively.

In addition to these courses, which are the responsibility of the Ministry of Health, there are courses for dental hygienists, dental laboratory technicians and maintenance technicians for medical and dental equipment held in the University of Lisbon School of Dentistry. Candidates for these courses, each of which takes 12 students, must have completed 9 years schooling; the first course is of 2 years duration, the second 4 years and the third involves a probationary period. .

These courses are the result of an agreement between the Secretario de Estado do Ensino Superior (Higher Education Board), the Employment and Vocational Training Board and the Dental Medicine College. Teaching is by the Dental College staff.

3.3.2 Tourism

The National Institute of Training in Tourism (INFT), an independently managed and financed body within the State Tourist Board, organizes the following courses on tourism at different levels:

	1983/84
Senior	161
Hotel management	93
Tourism	14
Guides/Interpreters	54
Intermediate	382
Tourism (general)	40
Tourism correspondence	28
Reception	80
Cooking and pastrymaking	100
Waiting and bar	124
Elementary	17
Porters	17
Total	560

Students attending the 3 year senior courses must have completed 11 years of schooling; 2 year intermediate courses require 9 years of schooling, while the 1 year elementary courses require 6 years. All courses are followed by paid probationary periods in hotels.

The 133 lecturers, whose numbers vary according to the size of the college, are paid on a class/hourly basis. They also give the continuing training courses.

3.3.3 Agriculture

The Regional Agricultural Boards are responsible for initial training courses for young farmers. These courses, which last for about 600 hours over 50 working days, are designed for young people of both sexes from 16 to 35 years. Their object is to give young farmers basic training in various branches from fishing to accounting, including basic general knowledge and training in human relationships and sociology. A minimum of 4 years of schooling is required for entry.

Some courses are organized on an alternance basis, i.e. attendance as boarders at a training centre alternating with practical work on the family farm. These courses are designed primarily for young people who have chosen agriculture as a career; the training will help them to become good farmers.

The following table shows the attendance and the number of courses held in recent years.

	1980	1981	1982	1983
No. of courses	3	5	10	11
No. of students	40	70	154	145

In addition to suitable vocational qualifications, the specialists engaged in teaching young farmers have been trained in the planning and preparation of vocational training programmes, the imparting of knowledge and assessment.

3.3.4 Maritime and Fisheries Sector

For students who have completed 11 years schooling courses are held in Portugal on these subjects by the Naval Ministry's Infante D. Henrique Nautical College; for students with 6 years schooling there are courses organized by the Naval Ministry's Lisbon Fisheries College, which is acountable to the Secretaria de Estado das Pescas (State Fisheries Board).

The Nautical College runs three year general baccalaureate courses for marine engineers, radio officers and pilots; there are also short one year courses on the same subjects. 454 students enrolled in the 1984/85 academic year.

A two year sea fisheries course is held at the Lisbon Fisheries College; students must be 17 years of age and have completed compulsory education. 14, 4 and 10 students attended the courses in the years 1981/82, 1982/83 and 1983/84 respectively.

3.3.5 Other activities

Initial training activity also includes courses organized by other Ministries and the Armed Forces; these are of a very varied nature and require a wide range of entry qualifications.

3.4 The link between the Education System and the other Initial Training Systems

In view of the various levels of education mentioned from 3.1 to 3.1.4.5, the following table has been prepared to provide the information available on students dropping out in recent years:

Courses	1981(10)	1983(11)
School		
Primary education(9)	20 867	36 710
Preparatory education (9)	49 683	55 388
Unified secondary education(9)	27 263	30 094
Supplementary secondary education(9)	5 601	22 797
Higher education(12)		
University		8 667
Non-University		1 430

It will be seen that the majority of students have left the system by the 9th year (about 120 000 in 1983), although about 76% of these are known to have left by the 6th year. The possibility of young people leaving the system and going into other initial training schemes is very remote in view of the very limited number of places in courses for such students.

In 1983 only about 1 760 students attended courses on health, tourism, agriculture and marine affairs - a very small percentage of those who dropped out from the system in 1981 and 1983.

(9) Left with or without a certificate
(10) State education
(11) State and private education
(12) Left with a certificate

General implementation of the apprenticeship training system is therefore fully justified. However, the means must be found to enable small and medium-size enterprises to become involved since they occupy a very important place in the enterprise structure in Portugal.

3.5 Educational and Vocational Information and Guidance

The Ministry of Education is responsible for the following educational and vocational guidance activities: i) advising and guiding students and their parents nationally; ii) training career officers by means of special courses; iii) training psychologists with specialization in this field; iv) coordinating the work of career officers in the various education establishments from the pre-school stage; v) operating in colleges in the further education system and, to a general extent, in unified secondary schools.

In the 1983/84 academic year 71 schools throughout the country from pre-school to the 9th year were involved in the vocational guidance programme. 126 career officers assisted by 2 medical specialists were engaged in this work, In the 1984/85 academic year the teaching establishments where technical education takes place (about 87 centres) will also have benefitted from vocational guidance, which involves educational and vocational guidance centres belonging to the Universities' Faculties of Psychology and Educational Science.

Ministry of Labour and Social Security regional employment centres form part of the Institute of Employment and Vocational Training and provide vocational information and guidance services. These regional offices are assisted by a central office which prepares the information necessary for the guidance for young people and adults. In addition to the 20 specialists who work at the central office, IEFP now has 70 vocational guidance advisers at the regional employment centres who work either at the centres or outside advising adults and young people individually or in groups

The work of vocational guidance counsellors is based on the principle of the freedom to choose a job or career, taking into consideration the development of the abilities of young people and adults and enabling them to understand themselves and their environments better so that they can make their own choice and and build up their own identities.

The most important work carried out nowadays by employment centre counsellors concerns young people still at school, young people who want guidance, those who wish to train in an enterprise, those seeking their first jobs, adults who wish to change jobs, are undecided or want vocational training and even assistance in obtaining situations in public or private enterprises and, finally, participation in local activities relating to the problems of choosing a vocation.

In view of the lack of a proper national education and vocational information and guidance system, in order to define and regulate the linking of employment and education executive structures in this field, a working party consisting of the representatives of the two Ministries was set up in the 1979/80 academic year. Since then this party has been working in conjunction with schools; 26 schools taking pupils to the 9th year are now involved.

Chapter IV

CONTINUING TRAINING

4.1 Continuing Education

"Illiteracy (which affected 20.5% of the population of over 15 in 1981), even in the most restricted sense of the word, is a feature of Portuguese society which appears in statistics, is responsible for injustice and hinders personal,. social, economic and cultural development"(13). The distribution of illiteracy per age group in 1981 is shown in the table on the next page. Although in recent years, especially since 1960, the primary education system has been extended very considerably, the illiteracy rate is still very high and is a cause for concern, particularly since it is closely related with habitat, social origin, sex (the ratio between men and women is 1:1.8) and age (75% of illiterate persons are over 50).

In 1979, following approval by Parliament of Law no.3/79 of 10 June, which states "under the terms of the Constitution it is the responsibility of the State to provide basic universal education and to eliminate illiteracy", the Government approved and published the "Plano Nacional de Alfabetização e Educação de Base de Adultos" (PNAEBA) (National Plan for Literacy and Basic Education for Adults), the principal objectives of which are:

(13) See bibliography (16)

i) The cultural and academic development of the people, taking into consideration individual assessment and progressive participation in cultural, social and political life;

ii) To ensure the permanent satisfaction of the basic requirements of formal and informal education of adults by the gradual national implementation of a regional system for the mobilization and participation of people, coordinating the use of all educational resources and constituting the start of a permanent education system;

iii) To create conditions under which all adults who wish will have the opportunity of achieving literacy and in time attending the various stages of compulsory education;

iv) To ensure the improvement of the quality of teaching literacy and basic education to adults.

Table IV.1 - Illiteracy per age group (1981)

Age group	Population			Illiterates			Illiteracy Rate		
	Men + Women	Men	Women	Men + Women	Men	Women	Men + Women	Men	Women
15 - 19	859 742	433 655	426 087	16 704	9 895	6 809	1,94	2,28	1,60
20 - 24	768 317	385 806	382 511	16 212	9 245	7 567	2,19	2,40	1,98
25 - 29	679 958	337 171	342 787	18 305	8 942	9 363	2,69	2,65	2,73
30 - 34	629 898	307 631	322 267	21 018	8 537	12 481	3,34	2,78	3,87
35 - 39	565 426	268 962	296 464	36 616	12 193	24 423	6,48	4,53	8,24
40 - 44	574 160	273 274	300 886	108 297	36 661	71 636	18,86	13,42	23,85
45 - 49	586 900	278 017	308 883	147 748	50 743	97 005	25,17	18,25	31,41
50 - 54	570 462	268 382	302 080	171 016	60 389	110 627	29,98	22,50	36,62
55 - 59	531 731	249 183	282 548	186 664	65 817	120 847	35,10	26,41	42,77
60 - 64	432 289	199 108	233 181	180 332	62 809	117 523	41,72	31,55	50,40
65 - 69	408 307	182 049	226 258	203 188	73 083	130 105	49,76	40,14	57,50
70 and	717 151	274 749	442 402	399 506	126 147	273 359	55,71	45,91	61,79
Total	7 324 341	3 457 987	3 866 354	1 506 206	524 461	981 745	20,56	15,17	25,39

Source - INE 12th General Census

In addition to its principal objectives, the Plan specifies guide lines for a continuing adult education policy and also forms an institutional and educational framework for work to be carried out in this throughout the decade. The Plan contains seven basic interdependent programmes:

a) The creation of a national institute for the education of adults;

b) The organization of a permanent network of cultural and education centres;

c) The gradual regional implementation of overall integrated schemes for the basic education of adults and for cultural development (integrated regional programmes);

d) The teaching of literacy and basic elementary education;

e) The development of preparatory education for adults;

f) Aid for popular education;

g) Action on emigration;

The present Direcção-Geral da Educação de Adultos (Adult Education Department) was created in the place of the old Direcção-Geral da Educação Permanente (Continuing Education Department) in order to ensure execution of this Plan.

Although a national adult education institute was not formed as originally planned, numerous actions have been taken since 1979, the most important being:

i) The organization of 7 010 literacy courses between 1979 and March 1984 (which were attended by about 88 500 adults). In the same period 3 430 grants were paid. In the 1983/84 academic year about 1 000 teachers were involved, the majority from primary education;

ii) The creation of three culture and continuing education centres;

iii)The launching of two integrated basic education programmes for adults (the Braga and Mogadouro regional programmes);

iv) The provision of financial aid for countless cultural associations specializing in popular education; and,

v) The conducting of four experimental programmes in the field of recurrent adult education in conjunction with:

a) two public enterprises (EPAL and Carris);

b) a State organization (Ministry of Labour), and

c) the local authorities and cultural associations in two localities in the Castelo Branco district (Alpedrinha and Penamacor) of the Beira Interior Region. Table IV.2 gives information relating to these four programmes, which terminated at the end of 1984 and which will be extended to other organizations in 1985 under a plan to be drawn up after the assessment of these experiments.

Table IV.2 - Recurrent education projects carried out since 1982

Project	Legislation	Registered initially (divides into 2 groups)	Certificates courses	Duration (weeks)	No. hours/week (common origin & language)
EPAL	Government order no. 103/82 of 24.6.82				
I		68	36	17	11
II		39	32	8	8
III		29	-	-	11
Ministry of Labour	Government order no. 262/82 of 30.11.82				
I		29	17	13	13
II		28	28	9	13
III		40	-	-	13
Carris	Government order no. 54/83 of 19.2.83				
I		36	27	13	10
II		40	-	-	10
Castel Branco	Order no. 207/83 of 22.11.83				
Alpedrinha					
I		39	27	9	12
II		39	-	-	12
Penamacor					
I		39	15	9	12
II		34	-	-	12

Source: Adult Education Board, January,1985

4.2 - Continuing Vocational Training

Several departments are involved with continuing vocational training; a description will be given of the most important work carried out.

4.2.1 Ministry of Labour and Social Security (MTSS)/Employment and Vocational Training Institute

The IEFP, which is responsible to the Ministry of Labour and Social Security, organizes many vocational training activities mainly in skills in the industrial sector, either directly or in conjunction with other entities and enterprises. These activities, which are designed for employed or unemployed workers of over 18, are classified according to their nature, as described below (14).

4.2.1.1 Direct activities by the Vocational Training Centres

The Institute now has a network of 13 vocational training centres specifically covering the different regions in the country and financed entirely by the IEFP. Their prime objective is the training of workers, although they also organize refresher and retraining courses. The method normally employed is that used in adult vocational training (FPA), although in recent years other methods, such as the sequential and the modular, have been introduced

In 1981, 1982 and 1983 twenty eight courses were given on different specialized industrial subjects in eleven of the centres quoted; these courses, which lasted from 12 to 44 weeks were attended by 1 100, 1 181 and 1 213 workers respectively. Of the two remaining centres (which started operating in 1983) one is used for agriculture training and the other for training in service sector skills; in 1983 and 1984 29 and 196 students were trained respectively.

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(14) Decree-Law no. 165/85 of 16 May (a framework law on cooperation in training) was published recently; it defines the legislation governing technical and financial aid to be given by the IEFP for vocational training carried out in cooperation with other entities.

4.2.1.2 Courses at Centres established by Agreement

These centres were set up as a result of agreements between the Employment and Vocational Training Institute and bodies representing the sectors of activity or regions - normally employers' and workers' associations.

The principal role of the Institute is to provide the centres with finance, technical and educational aid. In 1983 eleven of these centres were in operation embracing the following sectors: foundries, woodworking, textiles, shoemaking, car repairs, baking, railways, maritime and fisheries, together with building and public works. Courses, which were from three days to eighteen months and of a refresher nature or on specific skills, covered 55 specialized subjects. 583, 996 and 2 760 workers were trained at these centres in 1981, 1982 and 1983 respectively.

4.2.1.3 Cooperative activity coordinated by the Centres

These activities, which are run by the Institute's services and State vocational training centres, are organized in response to requests from various entities, organizations or public enterprises, authorities, trade unions, cooperatives and private enterprises. The 34 proficiency and 6 refresher courses held in 1981, 1982 and 1983 were attended by 593, 599 and 619 workers respectively.

4.2.1.4 Cooperation Agreements

The object of these agreements, which are made between the Institute and public or private enterprises or other entities, in particular Regional Coordination Committees, authorities and non-profit making institutions, is the organization of training activities of a specific nature, generally over a 3 year period, revised annually if required. Agreements involve technical and financial aid or cooperation. In 1983 and 1984 training courses covered by these accords and involving a wide range of specialized subjects were attended by 2 523 and 5518 workers respectively.

4.2.1.5 Technical-financial Aid Programmes for the Development of Vocational Training Activities

4.2.1.5.1 Aid to assist Young People to find Employment

4.2.1.5.1.1 Training Grants

Grants are awarded to candidates to attend courses or become apprentices if they require specific skills not provided in the education programmes or in vocational training courses organized by the public services: awards depend on certain conditions: the grant-aided apprenticeship periods must not exceed 6 months; the sum paid must not exceed the equivalent of six times the highest monthly unemployment payment.

4.2.1.5.1.2 Employment/Training Grants

These are grants for the training of 17 to 25 year olds whose first job involves specialized work for which the appropriate skill is essential. Grants are payable to enterprises prepared to provide suitable training for young people during normal working hours; training must be adequate for teaching the trainee the skill he will need in the future. Grants will vary from 6 to 12 times the highest monthly unemployment payment. Numbers trained in 1981, 1982 and 1983 were 713, 471 and 329 respectively; about 70 specialized subjects were covered, principally in the industrial sector.

4.2.1.5.1.3 Training and Integration of Technical Personnel into Enterprises (FIEQ)

This programme is designed to provide technical staff with the training essential to find employment in small and medium-sized enterprises. Candidates, the selection of whom is the responsibility of the enterprises themselves, will be chosen from newly qualified persons registered at employment centres for their first jobs. Training courses consist of an initial period of about one month's theory, followed by six months practical training in the enterprise. The trainee will be paid a minimum of twice the highest unemployment payment. In the 1981/82, 1982/83 and 1983/84 academic years 199, 172 and 139 students were trained respectively in the fields of engineering, organization and management.

4.2.1.5.1.4 Promotion of Employment of Technical Personnel in Cooperatives (Coopemprego)

The object of this programme is to overcome the difficulties encountered by cooperatives in the fields of technology, organization and management and, in addition, to ensure better integration of newly qualified technical staff into the employment market. The programme consists of 4 weeks of theory followed by a six months training period in a cooperative.

In the 1983/84 academic year 43 trainees were trained on 37 cooperatives; these included architects, accountants, economists, agronomists, civil engineers, mechanical engineers, organizers and managers, sociologists, book-keepers, and veterinary surgeons.

4.2.1.5.1.5 Training and Integration of Personnel into Gabinetes de Apoio às Autarquias (Municipal Assistance Offices) (GATs)

This programme, which is organized in conjunction with the Regional Coordination Committees, is similar to the FIEQ

Programme, except that in this case the employers are the GATs. 196 students were trained in 1984.

4.2.1.5.2 Training Trainers in Enterprises

In addition to providing financial assistance, the object of this programme was to create training structures within enterprises; 4 projects resulted from it:

- the development of the employment of trainers in large enterprises;
- actions in small and medium-sized enterprises with the possible creation of individual training structures;
- the training of enterprise middle management;
- the creation of the post of training promoter.

Courses held in 1981 and 1982 were attended by 601 and 458 workers respectively. Since 1983 this programme has only been used for training middle management.

4.2.1.5.3 Vocational Training in the Industrial Craft Sector

This programme includes individual craftsmen and family units, cooperatives or other types of craftsmen's associations and workshops owned and managed by a craftsman. In 1982 and 1983 a total of 178 workers associated with the textiles, ceramics and woodworking sectors were trained.

4.2.1.5.4 Training Projects in Enterprises and Other Entities

These projects are normally undertaken by means of intensive short courses, most of which are organized by enterprises, trade unions and non-profit-making entities. According to the IEFP, in 1984 41 147 individuals were trained - 31 152 by enterprises, 5 525 by trade unions and 470 by other entities.

4.2.1.5.5 Other Cooperation Schemes

The IEFP has been providing technical and financial assistance to the various public entities with vocational training services. Aid has been principally for departments associated with fisheries, the prison services and services for the care of minors, tourism and hotel training and specialized technical training.

4.2.1.6 Vocational Rehabilitation Work

The IEFP also carries out certain work in the field of vocational rehabilitation, for which it has its own units, which at present are as follows:

- The Alcoitão Centro de Avaliação e Readaptação Profissional (Vocational Assessment and Retraining Centre); alterations are still in progress at this centre which at present is only operating for assessement and vocational guidance;

- The Venda Nova Centro de Trabalho Protegido (Sheltered Employment Centre) - for the disabled;

- The Ranholas (Sintra) Centro de Formaçao Profissional (Vocational Training Centre) - ten month agricultural courses. 33 students were trained here in 1983;

- The Vilharina Centre, Oporto, a centre established by agreement for the vocational training of mental defectives;

- Two units created under a Government order, one in the National Library and the other in the MTSS Serviço de Formação Cientifica e Técnica (Scientific and Technical Training Department).

Technical and financial aid has also been provided in this field to private institutions for creating the means for vocational training, especially for the pre-vocational education of the over 12s, with the approval of the Ministry of Education. During 1983 24 institutions and 778 pupils were involved. The publication is expected soon of a regulation governing the sheltered employment of the disabled.

4.2.2 Health

Short courses on public health, medical care at work and hospital administration are organized by the Escola Nacional de Saúde Pública (National Public Health College); 70, 52 and 63 students attended these courses in the 1981/82, 1982/83 and 1983/84 academic years respectively.

Courses are also held on a non-regular basis on various subjects, in particular refresher courses on hospital programming, specialized courses on air pollution, water pollution and fluoridation, intensive public health courses for municipal engineers and technicians and courses on hospital accounting. 178, 72 and 105 persons attended these courses in the 1981/82, 1982/83 and 1983/84 academic years.

In addition, the Instituto Nacional de Saúde (National Health Institute) is responsible for short (1 to 2 weeks) continuing retraining courses held periodically principally for sanitary engineers and assistant sanitary technicians.

4.2.3 Tourism

There are several continuing training courses in this sector, namely:

- refresher courses given by the Escolas de Hotelaria e Turismo (Hotel and Tourism Colleges) using travelling units; these include courses for the various hotel posts (receptionist, porter, etc.) and at different levels of responsibility (Manager, Head of Department, etc.);

- retraining courses, which may be held either in the Hotel and Tourism Colleges or travelling units, and are designed for hotel keepers and tourist operators; they are mainly in the form of seminars or on specialist subjects;

- language courses organized by the Hotel and Tourism Colleges as refresher courses and to provide practical experience.

These courses last for an average of one year; Table IV.3 shows the attendance of successful students per course.

TABLE IV.3 - Attendance at Tourist Training Colleges

				Lisbon			Estoril			Algarve			Oporto			Madeira		
	82/83	83/84	84/85	82/83	83/84	84/85	82/83	83/84	84/85	82/83	83/84	84/85	82/83	83/84	84/85	82/83	83/84	84/85
Reception	52	45	37	12	14	-	16	18	21	24	13	16	-	-	-	9	5	-
Cooking	58	39	80	33	14	23	-	15	25	8	10	18	17	-	14	11	10	-
Pastrymaking	-	10	19	-	10	19	-	-	-	-	-	-	-	-	-	-	-	-
Waiting/Bar	192	168	185	84	73	68	36	59	62	33	36	32	39	-	23	9	15	-
Porter	55	21	26	13	-	-	27	19	26	15	2	-	-	-	-	-	3	-
Travel Agency	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	-
English	292	263	283	106	106	132	109	89	99	77	68	52	-	-	-	-	-	-
French	67	59	71	32	32	57	25	27	14	10	-	-	-	-	-	-	-	-
German	79	58	79	18	18	23	9	12	17	52	28	39	-	-	-	-	-	-
Other Languages	30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Source: Programme of Activities of the National Tourism Training Institute for the 1985-1989 period

4.2.4 Agriculture

Since the Ministry of Agriculture and Fisheries Organic Law (Decree-Law no. 221/77 of 28 May) came into force vocational training activities in agriculture - the responsibility of the Direcção-Geral da Agricultura (Agricultural Board) and the Regional Departments - have become more effective. At that time the creation took place of the Direcção de Serviços de Formação Profissional Agrária (Agricultural Training Services Board) (responsible to the Direcção-Geral de Extensão Rural [Rural Extension Board]) and Vocational Training Departments in each of the seven Agricultural Regional Offices.

Training requirements are assessed on the basis of the knowledge of the situation acquired by regional and local specialists during their contact with farmers, taking into consideration the various agricultural development projects. The following table shows the numbers of farmers and technicians taking part in principal training activities in recent years with details of the courses:

Farmers

	1982	1983
No of courses	327	473
No. of participants	3 325	5 580
No. days training	86 414	126 845

Technicians

	1982	1983
No. of courses	39	42
No. of participants	617	855
No. of days training	11 488	14 041

The minimum academic requirements for entry to agricultural courses is school attendance to the 4th year. The requirements for the training of technicians depend on the type of course; a certificate is normally awarded on completion.

About a hundred Ministry of Agriculture specialist trainers now work full time training farmers and rural workers, retraining and organizing refresher courses for specialists throughout Portugal. For certain subjects the Ministry often has the assistance of qualified specialists from different departments of the Ministry, Institutes, Universities and private enterprise.

The Ministry of Agriculture at present has 9 training centres with a capacity of about 300 places - equivalent to about 60 000 man days training per year.

4.2.5 Maritime and Fisheries Sector

The Lisbon Fisheries College organizes courses for beginners, sea fishermen's courses and advanced fishing courses, the latter for master fishermen. The object of these courses is to ensure that fishermen of all levels are suitably trained for the work they are, or will be engaged in.

There is at present a 20 week course for fishing overseers, a 6 week course for master inshore fishermen and a one year course for master offshore fishermen, all of which lead to proficiency qualifications. Attendances in the 1983/84 academic year were 19, 21 and 4 respectively.

In addition to the courses designed to enable fishermen to enjoy a satisfactory career, the College offers short refresher and improver courses principally on electronic navigation, the detection and conservation of fish, stability and safety.

In addition to the training organized by the Lisbon Fisheries College, in recent years the IEFP has been providing assistance for training in this area, especially for motorboat owners in the Algarve region and it plans to introduce new activities in other regions in conjunction with the Fisheries Department.

4.2.6 Industry

Training in the Ministry of Industry and Energy is carried out by the Centro de Formação Tecnica do Laboratório Nacional de Engenharia e Tecnologia Industrial (LNETI) (National Engineering and Industrial Technology Laboratory Training Centre). In addition, the Instituto de Apoio as Pequenas e Médias Empresas (Institute for the Aid of Small and Medium-Size Enterprises) promotes and finances training carried out by other entities sub-contracted for this purpose.

Courses organized by LNETI are as follows:

- The training of managers and upper management in the fields of management, technology and education.

- The training of intermediate management in the fields of production, accountancy and managment.

- Vocational training in the field of optics.

- Training in preparation for new technology and new methods of management.

Details of the various courses organized by the Mini stry of Industry and Education are shown in the following table:

Year	No. of courses	No. of participants	No. of hours
1981	119	2 091	3 722
1982	143	2 490	3 851
1983	164	2 629	4 097

These courses are designed principally for senior and intermediate management, trainers and sometimes operators.

4.2.7 Other Entities

It should be pointed out that the vocational training activities just described do not require all the resources of the State, although they are important for training for other work . However, in view of its specialized nature and its importance scientifically, courses held by the Laboratorio Nacional de Engenharia Civil (LNEC) (National Civil Engineering Laboratory), which is accountable to the Ministerio do Equipamento Social (Ministry of Social Equipment), either for the in-house training of technical and scientific personnel or the training of specialists in enterprises and elsewhere are important.

In addition, reference should be made to vocational training organized by Armed Forces Departments and to the training of civil servants, either through the personnel departments of each Ministry or through specific central services such as the Direcção-Geral de Emprego e Formação da Administração (Secretaria de Estado da Administração Pública) (Government Employment and Training Board [Public Services State

Department]), Centro de Estudos e Formação Autarquia (CEFA) (Municipal Planning and Training Centre) and Instituto Nacional de Administração (Presidência do Conselho de Ministros) (National Administration Council [Office of the Council of Ministers]).

There are in addition public and private entities engaged in training at various levels in different sectors of activity, employing programmes designed to suit the requirements of their clients (individuals or enterprises).

Finally, training, generally of a refresher or retraining nature, is carried out within large enterprises. It is however difficult to quantify this type of training since little information is available on it.

4.2.8 Training Trainers

4.2.8.1 Education System Teaching Staff

Since the 1980/81 academic year the Ministry of Education has been responsible for the practical training of preparatory and secondary school training staff through courses held in multiple teaching establishements (in the 1984/85 academic year 448 schools were involved, 255 of which were preparatory and 193 secondary education establishments, or 56.2% of all schools at this level of education). The 2 year courses, which are taken by supervisers and assistant lecturers, are planned for each student with the object of providing:

i) scientific information; ii) information or training in the theory of education, and iii) observation and guided teaching practice. At the end of this period the students are qualified to teach.

In the 1984/85 academic year 4 200 teachers were being trained, 1 980 for preparatory and the remaining 2 200 for secondary education. In the same year there were 2 270 trainers, 1 820 of which were assistant lecturers (900 in preparatory education and 920 for secondary education), and 450 supervisers (210 in preparatory schools and 240 in secondary schools).

Since the start of this training initiative 20 152 teachers have been trained - 9 698 for preparatory and 10 454 for secondary education .

4.2.8.2 Other Trainers

Public administration departments concerned with vocational training have permanent trainers on the staff and contract others to perform specific tasks. Training schemes are provided for the former to assist them to integrate initially and to provide further training; these schemes vary according to the sector. Some public and private training organizations have their own trainers, although they frequently use outside trainers. Enterprises with their own training structures normally train their own trainers in order to be able to instruct them to their requirements.

4.3 Training in the Azores and Madeira

The Governments of these two autonomous regions formulate their own training policies. In the Azores most of the work of training takes place through a vocational training centre on the Island of S. Miguel. Training is either of an initial or a refresher nature, the former being concerned with skills in the civil engineering and hotel sectors while the latter is principally for agriculture, the food industry and the services sector. In 1982, 1983 and 1984 46, 158 and 196 workers respectively attended refresher courses (of 1 week to 3 months duration). In the same years proficiency courses, which vary from 6 months to one year, were attended by 34, 57 and 50 workers respectively.

On Madeira most training takes place in the Funchal centre. Until 1982 courses were mostly of an intensive refresher nature in the service, civil engineering, electricity, baking and mechanical sectors. In 1981 the centre held 68 courses, which were attended by 910 workers. In 1982 55 workers attended proficiency courses on carpentry for building construction, power sawing, horticulture and Madeira embroidery. In the same year 25 vocational training courses, attended by 451 workers, were held or initiated, The following year there were 8 more proficiency courses; these included courses on carpentry, painting, bricklaying, civil engineering, metalworking, typing and designing Madeira embroidery

95 workers have qualified as a result of these courses. In addition, 5 refresher courses have been held, attended by 49 workers on skills in the furniture and watchmaking industries and the service sector. Initiation courses to the basic programme were also held; there were 46 participants.

In the tourism sector the Azores and Madeira have a Central College and a Hotel and Tourism College respectively which hold courses identical to those on the mainland. The National Institute of Tourism Training is responsible for technical assistance and teaching at these colleges. Attendance at the Madeira college in the 1982/83 and 1983/84 academic years is shown in Table IV.3. Seminars and day courses were held in addition to these courses.

Chapter V

EVOLUTION

5.1 The Official Education System

In dealing with the history of education in Portugal the first facts of interest relate to the reform introduced by the Marquis of Pombal in the 18th century, mainly between 1759 and 1772. This included the founding of the Lisbon Aula de Comércio, for the teaching of commerce, and the Oporto Aula de Náutica, for the study of nautical matters, which later, in 1803, became the Academia Real da Marinha e Comércio. These constituted two fundamental steps in the introduction of education more oriented towards vocational activities and reality.

In addition, an important step in the changes in education which occurred at the end of the 18th century was the founding in 1780 of a house for the reforming of young people (Casa Pia at Lisbon) where vocational training played an important role.

With the liberal revolution of 1820 came the principle of freedom of education (1829) and between 1832 and 1837 the introduction took place of measures which had great repercussions on the development of the training/education sectors, such as i) the freedom and compulsory nature of primary education; ii) the founding of the Lisbon and Oporto Conservatorio de Artes e Oficios - both embryonic stages of technical education; iii) the creation of the Lisbon Escola Politècnica from the Real Colégio dos Nobres, which had been founded in 1761; and iv) the creation of the Oporto Academia Politènico from the Academia Real da Marinha e Comercio .

When, in the second half of the 19th century, a policy for the promotion of public works and industrial development was evolved, the need was felt for technicians and specialized operators. This led to the publication in 1852 of the first law regulating industrial training and the creation of the first industrial colleges - the Lisbon Instituto Industrial, (which in 1869 became the Instituto Industrial e Comercial), and the Oporto Escola Industrial. The introduction to this law clearly states the Government's intentions and objectives: "Industrial training and its organization must have a direct and powerful influence on the development of the nation's riches. Protection given to industry, in which vocational training has played no part, will always be incomplete.. Industrial progress is a new phenomenon in Europe, and as Portugal has not failed to exploit this progress industrial structure has increased considerably - an illustration of progress - but it is now time to pay attention to education, which must surely provide industry with protection."(15)

(15) The growth of the industrial sector in the 19th century can be analysed by examining the surveys undertaken in 1814, 1822 and 1882. While in 1814 there were 511 factories, in 1822 there were 1031 employing 14 934 workers, of whom 4 221 were female. In 1882 the survey showed that there were 3 776 factories and premises where 90 824 persons worked.

When the foundations for agricultural and veterinary training were laid in 1852 agricultural training was divided into 3 areas: practical training in farm operations and the rudiments of these operations, theoretical and practical training in the agricultural processes, and advanced training.

The development of commercial activity also led to the creation in 1862 of commercial colleges throughout the country. In 1889, following reforms introduced into technical training in 1886, there were 22 industrial colleges in the country (12 founded between 1884 and 1889) and 16 industrial design colleges. The education system was thus gradually assuming the responsibility for training new generations of workers, a tendency which was maintained at the beginning of the 20th century.

In 1911, following the creation of the Republic the previous year, considerable structural alterations in the education system were put in motion, involving the reorganization of primary and grammar school type of education, but particularly in higher education with the foundation of, amongst others, the following colleges: i) the Instituto Superior Técnico (Engenharias); ii) the Instituto Superior de Comércio; iii) the Instituto Superior de Agronomia; and, iv) the Escola de Medicina Veterinária; all of which are in Lisbon. Later, in 1918, the Instituto Superior de Comércio was founded in Oporto and technical training (industrial and commercial education) underwent radical reform. In 1923 there were 54 secondary technical colleges with 8 000 students, or one per 120 000 inhabitants and one college per 150 students.

The end of the 1st Republic in 1926 marked the start of the ten year period from 1927 to 1936 during which measures were taken for the reduction of compulsory education to four years (1927) and to three years in 1930 and the creation of Postos de Ensino in 1931, later changed to Postos Escolares (1936), in addition to measures of a political nature, such as the abolition of some Faculties.

In 1948 radical changes occurred in technical education with the introduction of the Estatuto Profissional Industrial e Comercial (Industrial and Commercial Statute) under which considerable alterations were made to the existing system. In 1956 a distinction was made between the length of primary education for boys and girls, the compulsory period for the former being 4 years and the latter 3 years. However, in 1960 4 years education became compulsory for both sexes; this was extended to 6 years in 1964.

The 1970-73 period saw some profound changes in the system, including the approval and publication of a constitutional law for the education system under which the first stage of secondary education was unified in an attempt to diversify higher education - largely in view of a process of modernization in the country - in order to satisfy the growing demand for technicians caused by increasing economic growth which continued until the oil crisis of 1973. It was during this period that the so-called New Universities and

Polytechnics were created with the object of both extending technical education at the highest level, and regionalizing educational structures and their objectives, in addition to training technicians to an intermediate level .

The way in which unification of secondary education occurred (from the 1975/76 academic year) led to the dismantling of the existing technical education training mechanisms without replacing them by the essential training scheme, which was only introduced in 1978 - although it was then inadequate in view of the country's requirements for technicians trained to secondary level.

However, during the revolution (1974/75), for political and ideological reasons, modifications were introduced into the reforms planned in the 1970/73 period, which even included the suspension of some of the current programmes, such as the creation of Polytechnics, the aim of which was only fulfilled with the creation of Ensino Superior de Curta Duração (1977), which later became Ensino Superior Politécnico (Polytechnic Higher Education) (1979).

Technical and vocational education within the State education system underwent its final significant change in 1983 with the introduction of a programme which included: i) the experimental introduction into some secondary schools of a large number of independent courses for the 10th, 11th and 12th years; and ii) the extension of the experiment to the whole country under a programme drawn up in close cooperation with the regional planning organizations, taking into consideration regional requirements.

5.2 Apprenticeship

There is a strong tradition of apprenticeship in Portugal which even attracted the attention of the Royal Court at Coimbra in 1394. However, it was mainly from the beginning of the 15th century that the system based on existing crafts was perfected. The most highly developed example was that established by the reform of the regulations of Duarte Nunes de Leão in 1572.

Economic freedom and the development of industry, the growth of which increased in the second half of the 18th century, contributed to the gradual disappearance and, finally, the abolition in 1834 (Decree of 7 May) of the old organization of mastercraftsmen which governed the system of apprenticeship. However, the apprenticeship contract was still in the Civil Code of 1867 but fell into disuse so that it is not recognized in the present Civil Code published in 1966.

Apprenticeship to a skill was obtained either by attending specialized colleges, joining workers organizations, or working for an enterprise under an employment contract. Difficulties experienced by young people in obtaining employment, among which the lack of a vocational skill among applicants is not uncommon, gave rise to the growing feeling for the need to establish an alternance vocational training system for young people; this was introduced by the Apprenticeship Law published in March 1984.

Mention should, however, be made of the legal approval granted on 21 February 1980 for an important experiment on the alternance vocational training of young people. This initially involved 4 enterprises in the metal working sector in which the Ministries of Labour and Education both participated. This pilot scheme, which covered a 3 year period, part general training and part theory, later included more enterprises.

Under the Apprenticeship Law, Decree-Law no. 102/84 published on 29 March 1984, the apprenticeship system was legalized, thus ensuring the transition of young people from the education system to full employment. The law recognizes the implementing of an alternance vocational training system including specific training, principally in enterprises, with general training in official educational establishments.

Under the Apprenticeship Law a contract independent of the employment contract may be drawn up through which an enterprise approved for the purpose undertakes to train the apprentice in conjunction with other institutions. The features of this law and the activities it covers are described in Chapter III of this monograph.

5.3 Vocational Training

Vocational training out of college for adults (over 18) was introduced in 1964 by the Instituto de Formação Profissional Accelerada (IFPA), which was founded in 1962 under Decree-Law no. 44 538 of 22 August and responsible to the Direcção-Geral do Trabalho (Employment Board). On 10 October 1966 (under Decree-Law no. 47 254) this Institute came under the control of the Fundo de Desenvolvimento da Mão-de-Obra (FDMO) (Employment Development Fund), also created in 1962 (by Decree-Law no. 44 506 of 19 August). The object of this independently financed and administered Fund was to provide a better understanding and structuring of the national work force in view of the industrial reorganization in progress in the country.

Vocational training employs the same short course method of training (FPA) as was adopted in most of the centres established at that time.

The Centro Nacional de Formação de Monitores (CNFM) (National Centre for the Training of Trainers), which was created in 1965 under Decree-Law no. 46 173 of 23 January and is also responsible to the FDMO, trains personnel working in vocational training centres and studying technical problems in training.

The need for the coordination and centralization of existing services led to the creation in 1968 (under Decree-Law no. 48 275) of the Serviço de Formação Profissional (Vocational

Training Service) - responsible to the Direcção-Geral do Trabalho (Employment Board) through the Employment Development Fund and made up of the IFPA, CNFM and a Vocational Training Division formed at the time within the FDMO.

The Fund had an Advisory Council, formed on 23 January 1963 (under Decree no. 46 173) of representatives of various departments and employers' and employees' associations, the duty of which was to advise the FDMO on vocational training.

Decree-Law no. 519-A2/79 of 29 December provided the legislation for the creation of the Instituto de Empreego e Formação Profissional (Employment and Vocational Training Institute), which reformulated the constitution of the Vocational Training and Employment Services. The Institute was created to satisfy the following requirements:

- Decentralization into the large regions;
- Participation by the social partners on a consultative basis within institutions ;
- Modernization, rationalization and operation of its organization and management;
- The consequent administrative and financial independence and its own assets.

The law's regulations were not published until 20 May 1982 (under Decree-Law no. 193/82), consequently no constitution was drawn up until then. The new Institute not only replaced the Employment Development Fund but also led to the disbanding of the two Boards set up in 1974 - the Employment Board and the Employment Promotion Board. The Vocational Training Service was combined with the Employment Board in the same year.

In view of the continuing requirements of the law under which the Institute was created in 1979, Decree-Law no. 193/82 made provisions for the formation of Central and Regional Advisory Councils; these were to have been of a tripartite nature but so far have not been formed.

Another concern was decentralization in the large areas which led to the creation of regional managerial bodies provided with technical support services. A third feature of the Institute's constitution was the creation of national bodies and services to ensure unity of the employment, vocational training and rehabilitation system.

In its introduction the law specifies four lines of development relating to vocational training: diversification and adaptability of the activities to be undertaken and their decentralization; vocational training within and between enterprises; the investigation of technical training methods and programmes; the training of trainers.

The operation of the Employment and Vocational Training Institute (IEFP), the principal out of college structure for implementing the vocational training policy, is still governed by the Law's regulations ,

However, the draft of a new IEFP constitution to increase the social partners' participation in the Institute was recently submitted by the Government for approval by the Conselho Permanente da Concertação Social (Social Agreement Standing Committee) - a Government body of a tripartite composition and advisory nature created in 1984 under Decree-Law no. 74/84 of 2 March to assist in the definition of socio-economic policy

Chapter VI

RESPONSIBILITY

6.1. Coordinating Bodies

The Social Agreement Standing Committee, a body of a consultative nature and tripartite constitution, was formed in March 1984 in view of the harmonious development of the economy and the improvement in the social relationships .

Its principal duties consist of advising on restructuring and socio-economic policies and proposing means of assisting the regular functioning of the economy, paying particular attemtion to its effect on social matters and employment. The Government also consults the Committee on proposed legislation relating to subjects for which the latter is responsible.

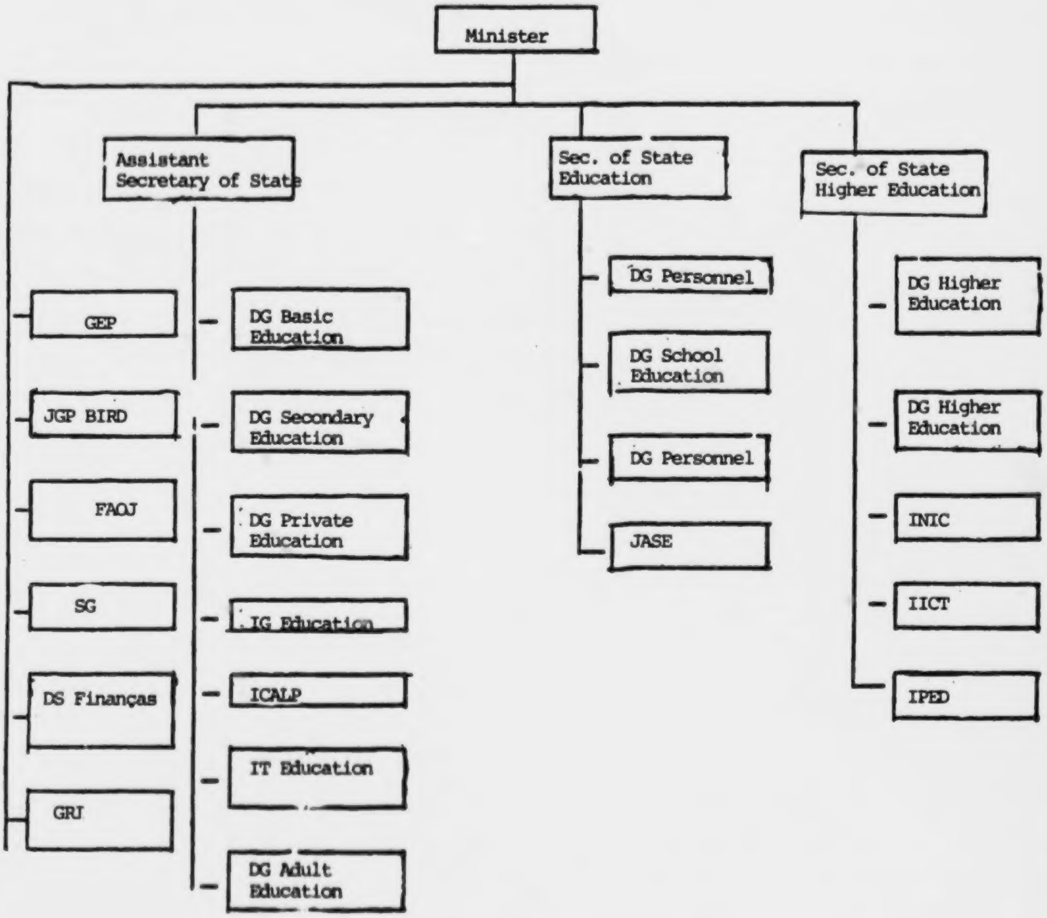
Furthermore, in view of the interdisciplinary nature of the employment policy, especially the need for the harmonization of the employment, economy and education/training policies, the formation took place in November 1980 of the Commissão Interministerial para o Emprego (Interministerial Committee for Employment), an advisory body on which all Ministries, some Secretaries of State and the Regional Governments of the Azores and Madeira are represented. Among its more important duties is the submission of suggestions relating to the formulation of an overall employment policy and the coordination of vocational training activities at all levels.

6.2 Within the Education System

A feature of the education system is that the majority of decisions are made by a central authority, although in recent years there has been a tendency towards the decentralization of authority, especially with regard to the vocational training system recently introduced by the Ministry of Education.

The education system is administered and directed nationally by Boards or similar organizations within the Ministry of Education, directly accountable to members of the Government, Ministers or Secretaries of State, according to the type of organization adopted by the Ministry.

Table VI. 1 - Distribution of Responsibility(16)


Minister
Assistant Secretary of State
Sec. of State Education
Sec. of State Higher Education
GEP
JGP BIRD
FAOJ
SG
DS Finanças
GRJ
DG Basic Education
DG Secondary Education
DG Private Education
IG Education
ICALP
IT Education
DG Adult Education
DG Personnel
DG School Education
DG Personnel
JASE
DG Higher Education
DG Higher Education
INIC
IICT
IPED

6.2.1 - Teaching and Operational Aspects

The Basic, Secondary and Higher Education Boards are responsible for the stages of education to be described.

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(16) See index of abbreviations.

Table VI. 2 -Responsibility of the Ministry of Education Boards

	Stages of Education	Areas covered
Basic education Board	Pre-school education Primary education Preparatory educ. (direct)	i) Teaching ii) Educational guidance
Secondary Education Board	Unified secondary education Supplementary secondary educ.	i) Quality and effectiveness of teaching ii) Educational guidance iii) Teacher training and improver courses
	Further education(17)	iv) Refresher courses & teaching latest methods
Higher Education Board	University higher education	i) Management of personnel ii) Preparation of studies relating to the structure & functioning of dependent bodies
	Non-university higher education	iii) Equivalent certificates iv) Coordination of programmes and equipment installation

Preparatory TV education is controlled by the Instituto de Tecnologia Educativa (Institute of Education Technology) while the private and cooperative education system is accountable to the Direcção-Geral do Ensino Particular e

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(17) See paragraph 6,2,4

Cooperativo (Private and Cooperative Education Board). Adult training activities described in paragraph 4.1 are the responsibility of the Adult Education Board.

In order to ensure harmonization of the activities of the different departments constituting the Ministry of Education, the Minister presides over a Council consisting of all the Director Generals and others holding similar posts.

The Direcção-Geral de Pessoal (Personnel Department) is responsible for the management of the teaching staff and other personnel in educational establishments at all levels except higher education, thus providing a horizontal division of the education system. A similar status could be given to the Inspecção-Geral de Ensino (Education Inspectorate), a body responsible for supervising teaching and the functioning of the whole system, with the exception of higher education, for which there is a special section for this purpose within the Higher Education Department.

6.2.2 School Buildings and Equipment

Responsibility for the management of school buildings and equipment depends on the different levels of education and the various departments, which may even be in more than one Ministry. Thus, in primary education the local authorities are responsible for the school buildings while in preparatory and secondary education decisions are taken by both the Direcção-Geral de Equipamento Escolar (School

Equipment Department) and the Ministry of Education Gabinete de Estudos e Planeamento (GEP) (Advisory and Planning Office) and the Direcção-Geral das Construcções Escolares (School Construction Department), which forms part of the Ministerio do Equipamento Social (Ministry of Supply) . The first is responsible for the type of buildings to be constructed, stating requirements, specifying and purchasing equipment (laboratory and furniture). Within the Ministry of Education GEP is a Comissão da Rede Escolar (School System Committee) responsible for planning the national primary and preparatory school systems and proposing the creation, modification or closing of education establishments. The Ministry of School Equipment School Construction Department is the organization to which the Ministry of Education delegates responsibility for the school buildings programme.

6.2.3 - Training of Teaching Staff

Teaching staff are trained at:

a) Infant Teachers Training Colleges and Special Infant Teachers Training Colleges for Infant School teachers; students who have completed 11 years schooling are accepted for the 3 year course;

b) Special Primary Teachers Colleges for training primary school teachers on 3 year courses; the entrance qualification is 11 years schooling;

c) In the case of preparatory and secondary school teachers training is carried out in three different ways:

i) at the educational departments of the Lisbon, Oporto and Coimbra Faculties of Science;

ii) at the departments of education and training of the Universities of Aveiro, Evora and Minho; a licentiate is awarded at the end of the course;

iii) practical training in preparatory and secondary schools (18);

When the Higher Education colleges are open they will be used to train pre-school, primary and preparatory school teachers on 3 year courses for which entry qualifications will be the same as for most higher education courses. The practical training referred to above is at present being revised since it is naturally felt that it should be given by higher education establishments (Higher Education Colleges and University Departments of Education).

(18) These teachers receive their initial training on scientifically based courses at a university.

6.2.4 - Further Education

The organizations responsible for the further education system are also responsible regionally and nationally for the full participation of the various sectors of activity directly interested in training.

This stage of the education system comes under the Secondary Education Department for the purposes of administration, teaching and operation. A National Vocational Education Council was recently created as a coordinating body to ensure participation under social agreements of economic, social and cultural associations, organizations representing regional institutions and national private and cooperative education associations. Its principal function is to advise the Ministry of Education on the following: i) the planning of further education; ii) the establishment of a system, taking into consideration the regional committees' proposals; iii) the supervision of the various stages of introduction of this system; and iv) the assessment of teaching experience, either while it is in progress or on completion.

In order to plan and evaluate training at this stage of education, Regional Vocational Education Committees are being formed in the 1984/85 academic year consisting of Secondary School teachers, specialists from the Regional Coordination Committees and the Ministry of Labour and Social Security's Employment and Vocational Training Institute, the duties of which are: i) to prepare and propose, through the Secondary Education Department, a short or medium term plan to be completed over the period spent on teaching experience; ii) to be responsible for the investigations necessary for the planning of further education in the fields in which they are competent and to plan the organization of the courses, ensuring their smooth operation; iii) to provide a link between the services and enterprises in the area to ensure that the courses cover the requirements of the region and that enterprises cooperate during the courses and the respective training periods.

6.2.5 - Education and Vocational Information and Guidance

Responsibility for the execution of education and vocational guidance policy is primarily that of the Vocational Guidance Institute (IOP), a body in the Ministry of Education responsible to the Higher Education Department and the Psychology and Education Science Faculties of the Universities of Lisbon, Oporto and Coimbra.

The Departments of Basic Education and Secondary Education also have responsibilities in the field of educational guidance since it is their duty at their respective levels "to promote the measures required for the effective educational and vocational guidance of pupils".

6.3. Within the Apprenticeship System

The main body, the Comissão Nacional de Aprendizagem (CNA) (National Apprenticeship Council) is of a tripartite nature and is responsible for:

- considering and proposing to the Government legislative or other measures relating to apprenticeship;

- preparing and updating a survey of the apprenticeship situation and a list of apprentices and enterprises involved;

- promoting initiatives for the support and increase of apprenticeship;

- directing and coordinating the work of the Regional Apprenticeship Committees;

- proposing to the Government the constitution of technical apprenticeship committees;

- advising on proficiency courses for the vocational training of young people;

- the general supervision and assessment of vocational training activities under the apprenticeship system.

The Technical Apprenticeship Committees, which operate in conjunction with this Committee and are of a temporary nature, operate according to apprenticeship regulations for each skill, or group of skills, for each sector of activity.

The Regional Apprenticeship Commmittees (CRAs), whose composition is identical to that of the CNA, cooperate with it in fulfilling the following duties:

- cooperation for the fulfilment of the national apprenticeship policy decided by the CNA, giving their opinions on the effect of the latter's decisions on their respective regions;

- the determining and specifying of initial training requirements at regional level;
- the determining and specifying of physical resources and manpower which may be utilized in this system of training;
- verifying the ability of enterprises to train apprentices and fixing the maximum number per enterprise;
- the promotion of apprenticeship to enterprises;
- suggesting priority sectors of activity to the CNA in relation to initial training and respective skills;
- proposing to the CNA different apprenticeship methods to suit existing situations

6.4 - Within the various Ministries

6.4.1 - Ministry of Labour/IEFP

Under the current IEFP organic law(19) its duties are primarily to ensure the provision of a free service for finding employment, giving vocational information and, on the employment market, vocational guidance, training and rehabilitation, in addition to the related supporting activities. Vocational training programmes proposed by the coordinating centres, together with their budgets, are approved at this level.

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(19) Decree-Law no, 193/82 is at present being revised to permit greater participation by the social partners in the defining and execution of employment and vocational training as referred to in Chapter V.

The organic law makes provision for a central Consultative Council[20] of tripartite composition for advising on the work of the IEFP and suggesting initiatives to assist the latter in its work.

At regional level there are coordinating centres whose task is to cooperate in detecting training requirements and to prepare vocational training and rehabilitation programmes by proposing activities to be carried out regionally.

Provisions are also made for Regional Consultative Councils [20], also of a tripartite composition, with the same responsibility as the Central Council but at coordinating centre level.

At local level there are IEFP vocational training and rehabilitation centres which have the responsibility of preparing, carrying out or supporting vocational training and rehabilitation activities.

[20] These Councils have not yet been formed.

The training centres established under agreement also carry out training activities but their status permits actions to be taken by management bodies, which consist of not only IEFP representatives but also representatives of the social partners who are parties to the agreement.

Public and private entities conclude agreements with the IEFP guaranteeing to undertake training; this is supervised by committees consisting of an equal number of representatives of the parties in the agreement.

All aspects of the training of trainers for IEFP structures are carried out by the Institute's central services.

6.4.2 - Health

Training institutions associated with the Ministry of Health have their own administration and technical oganizations and prepare their own programmes, which are approved annually by the Minister of Health.

The work of the Nursing Colleges is coordinated nationally by the Departamento do Ensino de Enfermagem (Nursing Training Department) of the National Health Institute. The Health Services technical colleges in turn are responsible to the Ministry's Departamento de Recursos Humanos (Manpower Resources Department), while the National Public Health College and the National Health Institute are directly accountable to the Minister of Health. Responsibility for the execution and assessment of activities is that of the institutions which carry them out.

6.4.3 - Tourism

The National Institute for Training in Tourism (formed under Decree-Law no. 333/79) creates, maintains and develops the structures necessary for carrying out the work of vocational training in the fields of tourism, hotel management and ancillary activities.

Its central bodies and services prepare courses, programmes, timetables, educational material for students and audio-visual aids to assist staff; organize courses for trainers, define plans for activities of the various colleges, supervise their execution and participate in tests on the conclusion of courses, assist and cooperate in initiatives by private tourism colleges, and assist the autonomous regions and the new Portuguese speaking countries with technical and education matters in relation to training.

Training is the responsibility of the Hotel Management and Tourism Colleges and of the hotels which carry out regional programmes promoted by the Institute. These programmes are prepared jointly by the colleges or hotels and the Institute's central services.

6.4.4 - Agriculture

The Direcção de Serviços de Formaçao Regional Agrária (Regional Agricultural Training Services Office), a department within the Ministry of Agriculture responsible to the Direcção-Geral de Extensão Rural (Rural Extension Department), has the task of traininhg all technical personnel of the Ministry and coordinating and defining the national agricultural training policy, in particular training activities, the training of trainers and preparing courses and their timetables.

There are 7 Regional Agricultural Offices, each of which includes a Rural Extension Services Office and a Vocational Training Office, the latter being responsible for submitting proposals for, and organizing training courses for farmers and farm workers

6.4.5 - Industry

Since training within the Ministry of Industry and Energy is basically carried out at present by the Laboratório de Engenharia e Technologia Industrial (LNETI) (Engineering and Industrial Technology Laboratory) it is responsible for defining and executing all training activities, although some courses are organized regionally. Decisions on training activies promoted by IAPAMEI are made by its management bodies.

6.4.6 - Maritime and Fisheries Sector

The Lisbon Nautical and Fisheries Colleges must obtain approval from the Ministry for the training they carry out. The Colleges are responsible for assessing and supervising the execution of training.

6.4.7 - Other Entities

Civil servants are trained centrally either by the services of the appropriate Ministry, or by the specialized services already referred to: the Direcção-Geral do Emprego e Formação da Administração Pública (Government Employment and Training Department, CEFA and the Instituto Nacional da Administração (National Institute). As has already been mentioned, some training organizations and public and private enterprises are also authorized to carry out training.

Chapter VI

FINANCE

Training in the education and vocational training systems described in previous chapters is financed from various sources. In this chapter we will endeavour to describe first the existing sources then indicate the amounts provided for the different activities carried out using a flow diagram in Table VII.1 to show the financing of the training systems.

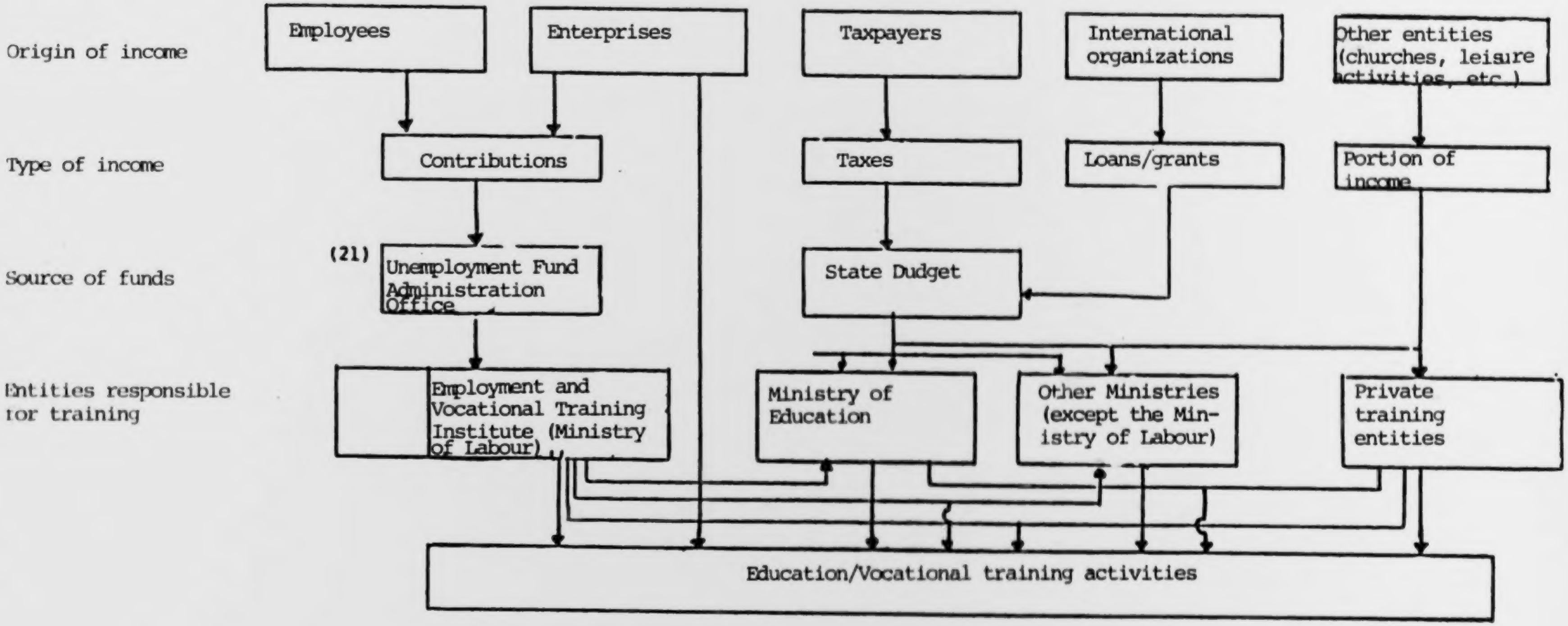
7.1 - Sources of Finance

The principal sources of finance for education and vocational training in the country are the State Budget, the Unemployment Fund Budget (chiefly through its contributions to the Employment and Vocational Institute Budget), enterprises and other private entities. This does not of course mean that these are the only sources, either of internal or external origin, of funds for these activities in Portugal.

7.1.1 - The State Budget

The State Budget is the principal indication of the nation's financial policy. It covers one year, is approved by the Republic Assembly and its execution is supervised by the Assembly and the Tribunal de Contas. The official education and vocational training activities carried out by most

Table VII.1 - Education/Vocational Training System Finance Flow Diagram


Origin of income
Employees
Enterprises
Taxpayers
International organizations
Other entities (churches, leisure activities, etc.)
Type of income
Contributions
Taxes
Loans/grants
Portion of income
Source of funds
(21)
Unemployment Fund Administration Office
State Dudget
Entities responsible for training
Employment and Vocational Training Institute (Ministry of Labour)
Ministry of Education
Other Ministries (except the Ministry of Labour)
Private training entities
Education/Vocational training activities

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(21) In addition to the funds for the Employment and Vocational Training Institute, the GGFD: i) provides financial aid for some employment measures, ii) finances the Gabinete de Gestão Financeiro da Segurança Social and iii) pays some of its income to the Exchequer (see Table VII.2, page 117)

Government departments receive their finance from this budget. However, expenditure relating to vocational training is not specifically accounted for in the budgets of each Ministry, which naturally makes it difficult to apportion funds accurately.

The State Budget includes the Plano de Investimentos da Administraçåo Central (PIDDAC) (Central Administration Investment Plan) which allocates funds annually to each Ministry for investment, in some cases including funds for the structure and equipment for vocational training activities.

7.1.2 - Budget for the Unemployment Fund Administration Office

The Unemployment Fund was set up in the thirties (Decree no. 21699 of 19 September 1932) by the Ministry of Public Works with the object of combating unemployment and finding employment. In 1974, under Decree-Law no. 759/84, the Fund became the responsibility of the Ministry of Labour.

It is financed by contributions from employers (4% of wages paid) and employees (3.5 to 4% of wages received). In the agricultural sector contributions are 2 and 1.5% of employers' and employees' payments and wages respectively. In addition, the Fund receives 2% of the Property Tax. The Fund's resources are used to cover the costs of executing the unemployment policy, including the system for protection against unemployment, the administration of which is carried out by the Instituto de Gestão Financeira da Segurança Social (Social Security Finance Administration Institute).

The operation of the Employment and Vocational Training Institute is financed almost entirely by funds transferred from the Unemployment Fund Administration Office Budget. Part of the receipts from the Fund is still transferred annually to the National Exchequer. Table VII.2 shows the funds involved in these transfers in recent years withestimates for 1985.

Table VII.2 - Funds transferred from the Unemployment Fund to the Employment and Vocational Training Institute, the State and the Social Security Finance Administration Institute (000s escudos)

		1981	1982	1983	1984	1985
I	Funds transferred from GGFD to FDMO an IEFP	2 550 000	4 300 000	5 600 000	11 118 282	13 936 330
II	Percentage of funds in I. of total GGFD income	12%	16%	17%	25%	27%
III	Funds transferred from GGFD to the National Exchequer	7 350 000	9 840 000	8 949 000	14 005 000	12 500 000
IV	Percentage of funds in III. of the Organization's total income	35%	39%	27%	31%	24%
V	Funds transferred to the Social Security Finance Administration Institute	6 847 694	8 103 635	6 986 013	11 000 000	16 000 000
VI	Percentage of funds in V. of the Organization's total income	47%	32%	21%	24%	31%

Source: GGFD Management Accounts without annual balances (1981 to 1984)
GGFD budget (1985)

7.1.3 - Enterprises

Employers normally bear the cost of vocational training in addition to paying contributions to the Unemployment Fund, which, as stated previously, amount to 4% of wages and other remunerations paid per month, with the exception of the agricultural sector for which the rate is only 2%. However, training, whether systematic or specific, is sometimes financially aided (in accordance with legislation) by the Employment and Vocational Training Institute.

In the case of centres established by agreement, including the so-called cooperation agreements, the sector associations or the employers' regional representatives quite often bear at least part of the operating costs.

7.1.4 - Other sources

Among other sources of finance for vocational training are of course receipts from the sale of goods produced during training, registration fees for courses and, in addition, funds from other public or private financial sources which cannot be detailed in a paper of this size and nature. An example are the receipts from amusement areas, which provide part of the funds for the National Institute of Tourism Training.

Some international organizations and autorities in Portugal have also provided funds to finance the vocational training system. The largest of these contributions are the nonrepayable payments to be made by the EEC as pre-entry aid for the construction and equipping of 10 new vocational training centres in Portugal belonging to the Ministry of Labour's Employment and Vocational Training Institute, that to the Programa de Apoio ao Desenvolvimento Agrário Regional (PADAR) (Regional Agricultural Development Aid Programme) for agricultural training and the contribution to the IAPMEI for training for small and medium-size enterprises. In addition, loans have been negotiated with the World Bank and the Council of Europe Re-establishment Funds to provide funds for the extension of the national vocational training system.

7.2 - Financing the State Education and Vocational Training System

Finance for the activities described in the previous chapters is provided in different ways by the various sources quoted. However, it should be noted that it is not easy to quantify the funds spent on vocational training in Portugal since the different departments (whose funds originate from the National Budget) do not have sums allocated to, or specific accounts for vocational training. It was probably for this reason that it was not possible to obtain information relating to payments made for activities which occurred in recent years from the majority of the principal entities engaged in the field of vocational training. Nevertheless, the information which is available in relation to the principal entities is given below.

7.2.1 - Academic Education and Initial Vocational Training

7.2.1.1 - The Education System

Finance for operating the education system, either for current or PIDDAC capital expenses, is provided by the National Budget (Ministry of Education Budget (22) and the portion of the Ministry of Social Equipment Budget allocated to school building), and also by the private education institutions. Municipal Councils contribute towards financing education from their budgets since they are responsible for the cost of operating and building primary schools.

Since there are no accounts to show the funds paid by private education institutions, the intention was only to show expenditure from 1978 to 1982 as specified in the National Budget for the Ministry of Education, broken down per level of education and amounts allowed, relating to investments under the Plan, either by the Ministry of Education or the School Construction Department. Although it was not possible to allocate payments made to the different levels of education under the Plan, the totals have been shown.

(22) Financing of further education and vocational education is shared out by the IEFP, Amounts for the 1983/84 and 1984/85 years were 100 million and 400 million escudos respectively.

Table VII.3 - Total Expenditure on the Different Levels of Education in the 1978-1982 Period National Budget (current prices) (10^6)

Year	Primary Education (a)	Preparatory Education	Secondary Education	Intermediate Education	Higher Education	Total
1978	7 897,7	4 646,4	6 223,6	146,3	2 504,5	21 400,4
1979	9 641,2	5 319,8	7 628,8	146,7	3 156,0	25 892,5
1980	13 864,9	8 099,3	10 547,7	161,3	4 493,5	37 166,7
1981	17 451,6	10 687,6	13 881,6	223,0	5 422,0	47 665,8
1982	20 314,4	13 262,2	16 655,9	273,3	7 271,7	57 777,5

a) Only expenditure on staff

Source: Ministry of Education Financial Services Department

Table VII.4 - Total Expenditure with Investments for the Ministry of Education Plan in the 1978/1982 Period

PIDDAC (current prices, 10^{6} escudos)

Year	Total
1978	2 539.9
1979	2 075.6
1980	2 853.1
1981	3 632.5
1982	3 931.3

Source: Ministry Education Gabinete de Estudos e Planeamento (Consultancy and Planning Office)

Table VII.5 - Total Expenditure with Investments for the Ministry of Social Equipment School Construction Department Plan for the 1978/1982 Period

PIDDAC (current prices, 10^{6} escudos)

Year	Total
1978	2 000.2
1979	2 300.0
1980	2 980.0
1981	6 400.0
1982	6 290.00

Source: Ministry of Social Equipment School Construction Department.

Table VII.6 - Expenses incurred in the practical training of preparatory and secondary school teachers (10^6 escudos)

Years	Prep. Education	Secondary Education	Total
1980/81	365.5	386.9	752.4
1981/82	726.9	755.8	1 482.7
1982/83	771.6	729.0	1 500.6
1983/84	890.1	904.0	1 794.1
1984/85	1 001.3	1 101.7	2 103.0

Source: Ministry of Education Finance Services Department

7.2.1.2 - Apprenticeship System

The cost of the introduction of vocational training for young people under an apprenticeship system planned for 1985 will be borne by the Ministries of Labour and Social Security, Education, and Industry and Energy and the enterprises involved (article 34 of Decree-Law no. 102/85)

The Ministry of Labour and Social Security will pay the costs arising from the operation of the apprenticeship system, the costs of training trainers (principally those relating to the wages of employees attending courses) and those relating to training grants to which apprentices are entitled. Grants (which amount to 30%, 40%, 50% or 60% of the minimum national wage for the sector for the first, second, third and fourth years of apprenticeship respectively) will be paid by the enterprises, which will receive from the Unemployment Fund Administration Office a subsidy amounting to 100%, 70%, 50% and 25% of the sum in the first, second, third and fourth years of apprenticeship respectively.

In addition, provision has been made for the Ministry of Labour and Social Security to provide financial aid for enterprises by means of repayable subsidies for the purchase of permanent installations and equipment for the training of apprentices.

The Ministry of Education will in turn bear the costs of paying teachers who give general training, except when they are under contract to the Ministry of Labour and Social Security, which will then be responsible for these costs. The remaining costs of operating the system will be borne by the enterprises.

The National Budget must by law provide most of the cost of implementing apprenticeship, although that relating to training grants will be borne by the Unemployment Fund Administration Office. However, in 1985 the IEFP is to provide 2½ billion cruzeiros as financial aid to the apprenticeship system; this will be used to cover the operating costs of the system.

7.2.1.3 - Other Initial Training Schemes

7.2.1.3.1 - Health Sector

Courses organized in the Health sector are financed from the National Budget through the Ministry of Health Budget. In the years 1980, 1982 and 1983 expenses of the State Nursing Colleges amounted to 280 514 000, 427 987 000 and 397 428 000 escudos respectively. In the same years the State expenditure for private Nursing Colleges was 28 418 000, 33 663 000 and 54 134 000 escudos. The Health Services Technical Colleges received from the National Budget 14 000 000, 59 698 000 and 40 717 000 escudos (23) in 1980, 1982 and 1983 respectively.

7.2.1.3.2 - Tourism Sector

Finance for training carried out by the National Tourism Training Institute is provided from the National Budget from a proportion (6%) of the gaming receipts of the Espinho and Póvoa do Varzim Casinos and, since 1984, from the Employment and Vocational Training Institute - as the result of an agreement with the National Tourism Training Institute (in 1984 financial aid amounted to about 90 million escudos). 130 137 000, 188 715 000, 166 282 000, 268 596 000 and 260 301 000 escudos were spent in 1981 respectively (23).

(23) It is not possible to differentiate between expenditure on initial and continuing training.

7.2.1.3.3 - Maritime and Fisheries Sector

All vocational training in this sector (either in the Fisheries College or the Nautical College) receives financial aid through the State Budget. In the current academic year the Nautical College has been allocated 61 500 000 escudos

7.2.2 - Continuing Training

7.2.2.1 - Continuing Education

Continuing education, which is described in paragraph 4.1, receives financial aid from the present Adult Education Department (formerly the Permanent Education Department), the department in the Ministry of Education responsible for this sector. Table VII.7 shows expenditure between 1979 and 1982.

Table VII.7 - Expenses incurred on Continuing Education by the Ministry of Education (thousands of escudos)

	General Budget	PIDDAC Investment Budget
1979	5 278.0	21 461.0
1980	58 071.0	19 237.0
1981	91 336.0	22 739.0
1982	132 167.0	25 757.0

Source: Direcção do Serviço de Finanças (Finance Service Office) and GEP of the ME.

The steep rise in general expenditure between 1979 and 1980 was due to restructuring and the introduction of new activity programmes following the approval of the National Adult Literacy and Basic Education Plan.

7.2.2.2 - Employment and Vocational Training Institute (IEFP)

This Institute, which replaced the Employment Development Fund and is almost entirely financed by the Unemployment Fund Administration Office, commenced operations in June 1982 No provision is made in the IEFP budget for expenditure on vocational training. The following table shows expenditure by the Employment Development Fund on vocational training in 1980, 1981 and 1982. The only exact figure for 1983 is that for the total IEFP expenditure, the remaining figures for the year being estimates based on percentages of the relevant 1982 figures.

Table VII.8 - Vocational Training Costs

(1 000 escudos)

	Operating (1)	Investment (2)	Cooperation activities (3)	Total (4)	Total cost FDMO and IEFP (5)	4/5 %	3/4 %	2/4 %	1/4 %
1980	145 282	63 050	44 101	253 433	1 523 464	16,6	17,5	25,0	57,6
1981	217 923	71 660	203 682	493 264	2 947 994	16,7	41,3	14,5	44,6
1982	240 840	59 693	859 419	1 159 952	4 694 682	24,7	74,1	5,1	20,3
1983	(234 451)	(58 221)	(845 920)	(1 141 593)	4 621 835	—	—	—	—

Source: FDMO/IEFP accounts

Table VII.8 does not show the costs of personnel allocated to vocational training since the only figures available relate to the total cost of FDMO and IEFP personnel for the years 1980 to 1983. By including in some of these organizations personnel working on employment and vocational training it would be possible to estimate expenditure on personnel allocated to vocational training. Expenditure on staff associated with training is known to be one third of the staff costs in those organizations.

Since the total costs of FDMO and IEFP personnel in 1980, 1981, 1982 and 1983 were 667 230 000, 762 336 000, 897 861 000 and 1 104 065 000 escudos respectively, using the proportion suggested above, the costs of personnel allocated to vocational training in the same years would be 222 410 000, 254 112 000, 299 287 000 and 368 021 000 escudos respectively.

According to recent IEFP documents, the Institute's estimated expenditure on vocational training for 1985, excluding apprenticeship, is 5 100 000 escudos. 2.5 billion escudos has been allocated as aid for the Centres established under special agreements and centres established under existing agreements.

7.2.2.3 - Other Departments and Autonomous Regions

7.2.2.3.1 - Ministry of Agriculture

We were unable to obtain information on the Ministry of Agriculture's costs of vocational training in recent years. The National Budget is probably almost the only source of finance.

The amount allocated to vocational training activities in the 1985 budget is 173 million escudos. However, activities planned will cost 204 million escudos. Of the sum allocated by the Ministry of Agriculture to cover the cost of vocational training, 69 million escudos are for activities promoted by the central services and 104 million for those carried out in the regions.

7.2.2.3.2 - Ministry of Industry and Energy

The cost of training carried out in 1981, 1982 and 1983 by this Ministry's National Industrial Engineering and Industrial Technology Laboratory training centre (LNETI) amounted to 25 900 000, 22 500 000 and 37 000 000 escudos respectively.

Promotion of vocational training activities by IAPMEI in years 1981, 1982 and 1983 cost 5 068 000, 22 905 000 and 20 519 000 escudos respectively. These figures do not include the cost of executing the FIEQ programme (24) which amounted to a total of 34 500 000 and 41 700 000 escudos for 1981/82 and 1982/83 respectively, borne equally by IAPMEI and IEFP.

7.2.2.3.3 - Autonomous Regions of Azores and Madeira

The operating costs for the Azores Vocational Training Centre for 1982, 1983 and 1984 were 30 639 000, 31 548 000 and 32 457 000 escudos respectively. Investment costs for new activities are not included in these figures. The costs of running the Madeira Vocational Training Centre from 1981 to 1984 were 18 846 000, 26 000 000, 46 981 000 and 53 828 000 escudos. The Unemployment Fund Administration Offices in the autonomous regions are managed by the Regional Governments.

(24) Programme quoted in 4.2.1.5.1.3 of this paper.

Chapter VIII

LIMITATIONS AND FUTURE

8.1 - Limitations to the Education/Training System

In recent years discussions have been held on the many problems and difficulties experienced by the Portuguese education and training system affecting its development. Some of these are far-reaching covering more than one sector, while others are more specific .

Far-reaching problems are:

i) the absence of an overall, sectorial and regional development plan for Portuguese society, with the result that there is no Medium Term Plan considering manpower as one of the driving forces of development;

ii) the inadequate operation of schemes, resulting in failure to achieve objectives and make profitable use of resources;

iii) instability of government with lack of response in defining and applying long term measures in the various sectors;

iv) lack of coordination between education/training, employment and economic activities;

v) excessive centralization and bureaucracy in public administration structures, hindering the innovation which leads to improvement and compromising the efficiency sought after in the education/training system;

vi) insufficient participation by the social partners, business and industry in defining and executing employment and education/training policies.

Important specific aspects are:

i) the lack of systematic qualitative and quantitive identification of the social and economic requirements to be satisfied by training;

ii) the absence of any form of reference for defining objectives and responsibilities for the different entities involved in education and training;

iii) the lack of horizontal and vertical components in training structures, the result not only of the existing fragmentation but also of the lack of coordination of concepts and resources and failure to define responsibility;

iv) the absence of a suitable vocational information and guidance policy for the various age groups;

v) vocational training often inappropriate for the changes taking place in technology and in the employment world, especially in relation to programmes and curricula and in view of the lack of certain technical courses at different levels, in particular f[illegible]on-university higher education and secondary edu[illegible]n;

vi) insu[illegible]ient coordination between college training and training at work and the disproportionately high grants paid in respect of the latter compared to the former;

vii)the lack of adequate institutional resources:

- the absence of information on the capacity of existing training facilities in both State and private systems, together with a shortage of premises and teaching aids;

- the lack of a national policy for the multi-purpose use of existing premises and equipment;

- the shortage of suitable training staff, due primarily to the absence from the continuing education framework of an overall integrated policy for those responsible for training;

- the lack of information required to provide the true cost of the various training activities thus preventing optimum utilization of the financial resources involved;

- the absence of schemes for the assessment and supervision of activities carried out.

8.2 - The Future

8.2.1 - For the Education System

Some aspects of the development of the education system in the next few years will still be affected by the general financial difficulties at present confronting the Government - the difficulty concerning education being especially serious.

In view of the guidelines already defined at Government level, bearing in mind both the publication of a basic law relating to a new framework (to include, among other measures, the raising of the school leaving age, the revision of the objectives of secondary education and the training scheme for teachers), and the programmes being implemented, it is possible to detect the future development of each stage in the system.

Pre-School Education

Although this level is considered important - which has enabled its objectives and teaching methods to be defined and suitable structures for the training of teachers to be introduced - in spite of this it appears to be difficult to maintain present progress owing to a lack of financial resources and the urgent needs of other stages of the education system which are given priority.

Primary Education

In order to improve the quality of teaching at this level a project is being introduced to provide training for primary school teachers to higher education level by independent University institutions (Colleges of Higher Education) with suitable teaching staff and materials. These institutions will also play an important role in assisting these schools' activities, especially in rural areas where staff feel more isolated and have to contend with greater difficulties.

Preparatory Education

Since a considerable proportion of pupils in Portugal do not even complete the obligatory six years schooling it has become necessary to find means of overcoming this situation and also to reduce the high proportion of drop-outs and pupils staying down. Investigations must therefore be conducted to find ways of utilizing the means and resources of the two existing methods (direct teaching and teaching by television) in order to maximize their combined effect.

In addition, changing of the policy of training teachers is particularly important; at this level of education it would take place in conjunction with primary education by the introduction of the Colleges of Further Education.

Secondary Education

In view of the present lack of relevance of this stage of education the following measures should be adopted: i) the unequivocal definition of the position and objective of secondary education in the education system; ii) the planning of education facilities in relation to regional requirements; iii) the introduction of technical and specialized technical education within a national training plan in conjunction with other State departments, employers trade union associations; iv) the use of evening classes as an effective means of a second opportunity of education, and v) making full use of structures now being introduced (vocational education sections in secondary schools) with a view to training young people for working with the latest technology.

Higher Education

In view of the importance now attributed to Universities and Polytechnics, in order to improve higher education the following lines of development should be pursued: i) an increase in the capacity of the system by the gradual introduction of colleges to form part of Polytechnic Higher Education (a plan now being put into operation) and the fulfilment of the construction plan for new universities; ii) an increase in the number of post-graduate courses; iii) an increase in private higher education; iv) an improvment in the relationship betweeen the higher education institutions and the different organizations and enterprises responsible for production activities; v) the implementation of true independence of universities; vi) an overall improvement in the quality of teaching staff, and vii) a considerable increase in cooperation with similar foreign institutions, especially European, African and Latin American.

8.2.2 - In relation to Vocational Training

8.2.2.1 - Sector Projects

In most department there are projects associated with the extension of the training centre network, the most important being the following:

8.2.2.1.1 - Ministry of Labour/IEFP

Restructuring of the IEFP constitution has been planned to improve participation by the social partners in relation to the employment and vocational training policy. The Institute is engaged in developing a training policy on new diversified lines more suited to regional and sectorial requirements, the objectives of which are:

- to provide each region with a vocational training system integrated with the economic development policy and in accordance with national legislation policy.

- to support an active employment policy, especially in respect of the introduction of young people to employment;

- to contribute towards satisfying training requirements for key sectors of the economy, with particular emphasis on small and medium-sized enterprises.

Priorities in this policy are:

- the introduction of young people into active life (initial youth training);

- vocational retraining for workers in sectors being subjected to a crisis or conversion to new technology;

- specialist training for workers in strategic and priority sectors of the Portuguese economy: forestry and timber production, the agri-foodstuffs sector, tourism and leisure, electronics and data processing, building materials, the textile, ceramic and glass, tanning and shoemaking, metallurgical and metal working industries;

- the training of potential creators of new activity and employment (young entrepreneurs individually or in groups) even in non-structured areas of the Portuguese economy;

- the training of certain under-privileged sections of the nation : the disabled, women, unemployed, the rural population and emigrants.

A project planned with the objectives referred to now being implemented involves:

- the conversion of existing IEFP centres to enable them to cater for the training requirements of adults or young people at various levels;

- the creation of 25 new vocational training centres in the different regions in order to satisfy their needs, covering the different levels of training and the training of trainers (to be carried out at 2 of these centres);

- the creation of 17 sectorial sectors providing specific training for each sector, endeavouring to satisfy requirements specified by the employers' and employees' associations and, in addition, 2 inter-enterprise centres.

The total capacity of the network of centres will be in the region of 25 000 students per year; the capacity of the new centres will be about 10 000, of the sectorial and inter-enterprise centres 12 000, while existing centres have an estimated 3 000 capacity. The two centres planned for training trainers have an estimated capacity of about 2 500 students per year.

The whole project, which is expected to be completed by the end of 1989, will necessitate an investment of some 22 billion escudos, including financial aid from some international organizations (World Bank, EEC and Reestablishment Funds).

In addition to the revision of the IEFP constitution already mentioned, a law relating to Vocational Training in Cooperation [25] has recently been published in an attempt to overcome the attitudes to requests for aid for training by various entities and to begin using programmes planned primarily for priority areas. This law has been drawn up to enable FSE standards to be complied with and, as a result, better links with this Fund to be established.

8.2.2.1.2 - Ministry of Industry and Energy

This Ministry has planned several actions with a view to developing industry and improving regional development, those most closely related to training being: i) the industrial extension system, which includes the creation of national industrial development centres, and ii) the creation of 11 information technology centres by 1987, the principal aim of which is training and vocational training in new technologies.

[25] See footnote on page 68

8.2.2.1.3 - Ministry of Agriculture

The Ministry of Agriculture aims to intensify training for specialists, farmers and farm workers on a short and medium term basis and to promote courses and training activities on new subjects in response to regional and national development requirements. The Ministry of Agriculture will therefore have 8 training centres by the end of 1985; these are at present in the course of construction and restructuring, which is being financed by the World Bank. In addition to these, the creation of 5 more new centres over a short period has been planned; it is expected that it will be possible to include them in the EEC pre-entry aid.

The new centres, which will have a capacity of 485 places, are located in Barcelinhos, Sergade, Paços de Ferreira, Vidago, Malhadas, Viseu, Relvas, Couto da Várzea, Herdade dos Gagos, Évora, Benevila, Tavira, Patacão and Montijo.

It is anticipated that about 40 000 farmers will have been trained by the end of 1988. The capacity for the training of specialists - in technology, managment, administration, economy and planning - will be extended to take around 9 200 trainees by the end of 1988.

8.2.2.1.4 - Tourism Board

Under the "National Plan for Tourism 1985-1988" provision has been made for training 1 800 new personnel and to provide 3000 to 4000 with further training annually. However, the existing structures only have capacity for training, retraining or the further training of an average of 1 300 annually, an illustration of the discrepancy between the existing capacity and present requirements. In view of this, construction projects for new colleges have been finalized - at Estoril, Coimbra and Algarve, to which has recently been added the possibility of the use of the Hotel de Santa Luzia in Viana do Castelo for training.

These new colleges will enable the training capacity to be increased by about 1 000 places annually, with capital investment increasing to around three billion escudos, to be financed jointly with the World Bank.

8.2.2.1.5 - Fisheries Board

This department plans to intensify training since it is anticipated that 9 fishery training centres will be opened in the principal fishing centres in collaboration with other organizations, making use of existing structures where possible.

In the first stage these centres will be used for retraining courses for registered fishermen and later for training courses for new entrants to the industry.

8.2.2.1.6 - Other Departments

In addition to these projects, the basic object of which is the creation of infrastructures, there are guidelines, both in relation to managing the vocational training system and in its relationship to the education system, particularly in the health sector.

8.3 - Conclusions

Before implementing the projects, which are based on the extension of the national training system to increase its ability to respond to the structural changes anticipated and to the need for training skilled labour, especially young people, certain work must be done in some areas to make them profitable and viable, namely:

i) the rationalization of the system to ensure the various sectorial projects are compatible and can be associated with one another;

ii) making the extension of the public training system compatible with the training infrastructures available at enterprise level, within the framework of sectorial and regional development;

iii) the preparation of an overall plan in order to ensure integration of the management of resources available for training;

iv) suitability of the system and courses for any technological changes;

v) in respect of the increase in operating costs of the projected system;

vi) the decentralization and reduction of the concentration of responsibilities of the entities concerned with training to be included in the regional development policy;

vii) the identification of trainers required and their professional characteristics;

viii) the definition of a training policy, clarifying the following:

- the principal training objectives, and the means of assessing the skills acquired;
- the authority of the various public or private training entities in relation to the social partners, business and industry;
- the sources of finance and the methods of contribution by the State;
- the status of trainees;

-the role of trainers in relation to training and the economic situation;

Finally, the following four lines of action are considered essential for the improvement and development of the education/training system in Portugal:

- Making the sectorial training schemes compatible, including the objectives, methods, those concerned and resources;

- The extension and improvement of the means of effective participation by the social partners in the process of education/training;

- The establishment of precise regulations for the financing of, budgeting for and assessment of training with the object of making maximum use of the work force, using a scale of priorities conforming with the principal defined lines of national, sectorial and regional development;

- The improvement of the standards required for existing and new trainers, according to the different types and levels of training, with their future prospects in mind.

These are the principal priorities which it is felt should be considered. However there may be other activities in specific areas which are not only useful but desirable.

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APPENDICES

APPENDIX I

Average Escuodo/Dollar Rate of Exchange

1978 - 43.937 escudos
1979 - 48.924 "
1980 - 50.062 "
1981 - 61.546 "
1982 - 79.473 "
1983 - 110.780 "
1984 - 146.390 "

Source: Bank of Portugal

APPENDIX II

STATISTICAL TABLES

Table: 1

Resident Population per Sex and Age Group (000s)

Portugal

Age groups	1960			1970			1981		
	Men + Women	Men	Women	Men + Women	Men	Women	Men + Women	Men	Women
0 - 4	933,6	476,4	457,2	880,9	453,0	427,9	790,6	404,2	386,4
5 - 9	864,1	442,8	421,3	901,7	462,4	439,3	861,1	439,1	422,0
10 - 14	821,9	418,0	403,9	810,8	413,7	397,1	853,5	434,5	419,0
15 - 19	751,6	377,9	373,7	775,1	388,9	386,2	858,5	433,0	425,5
20 - 24	734,9	362,6	372,3	713,4	346,7	366,7	767,2	385,2	382,0
25 - 29	730,1	351,7	378,4	583,0	268,5	314,5	679,0	336,7	342,3
30 - 34	685,8	333,4	352,4	553,2	248,1	305,1	629,0	307,2	321,8
35 - 39	619,1	296,8	322,3	564,3	259,2	305,1	564,6	268,5	296,1
40 - 44	493,5	234,5	259,0	554,9	253,2	301,7	573,3	272,9	300,4
45 - 49	522,3	246,3	276,0	523,4	242,1	281,3	586,1	277,8	308,3
50 - 54	479,1	221,0	258,1	446,1	207,5	238,6	569,6	268,0	301,6
55 - 59	411,9	183,1	228,8	452,1	210,1	242,0	531,0	248,8	282,2
60 - 64	336,2	144,7	191,5	412,6	185,3	227,3	431,6	198,8	232,8
65 e +	692,6	269,3	423,3	842,2	330,8	511,4	1 123,9	456,1	667,8
Total	9076,7	4 358,5	4 718,2	9013,7	4 269,5	4 744,2	9 819,0	4 730,8	5088,2

Source: INE - Population Study Centre

Table 2: Emigrants (legal and illegal (a)) per destination continent
1960-1963

	Europe	America	Other Continents	Total
1960	4 159	27 051	1 522	32 732
1961	7 244	25 425	2 127	34 796
1962	13 702	22 241	2 267	38 210
1963	31 263	20 736	1 971	53 970
1964	68 294	15 084	2 904	86 282
1965	98 385	14 020	4 569	116 974
1966	98 272	27 456	7 106	132 834
1967	76 663	25 520	4 097	106 280
1968	76 493	24 937	2 719	104 149
1969	125 724	25 194	2 618	153 536
1970	150 174	20 851	2 242	173 267
1971	128 977	20 522	1 698	151 197
1972	84 583	19 218	1 175	104 976
1973	97 769	20 747	1 503	120 019
1974	44 295	24 469	1 509	70 273
1975	25 491	18 288	1 139	44 918
1976	18 428	13 763	1 055	33 246
1977	14 061	13 395	1 533	28 989
1978*	8 085	13 945	2 423	24 453
1979*	6 572	15 145	2 496	24 213
1980*	5 560	11 223	4 263	21 046
1981*	8 865	9 261	5 331	23 457
1982*	12 408	6 395	3 059	21 862
1983*	798	4 695	1 412	6 905
Total	1 206 265	439 581	62 738	1 708 584

Source: Emigration Office
* Provisional figures

(a) Figures for illegal emigration refer only to France; no figures are available for 1983

Table 3 - Working Population per Sex and Age Group (000s)

Portugal

Age groups	1960			1970			1981		
	Men + Women	Men	Women	Men + Women	Men	Women	Men + Women	Men	Women
Total	3 423,5	2 817,2	606,3	3 499,9	2 601,3	898,6	4 183,0	2 705,0	1 478,0
10 - 14 anos	182,6	147,0	35,6	115,1	72,1	43,0	86,2	51,5	34,7
15 - 19 "	420,6	316,6	104,0	467,8	291,3	176,5	470,1	289,7	180,4
20 - 24 "	417,4	319,6	97,8	447,2	290,0	157,2	573,2	347,6	225,6
25 - 29 "	387,0	317,9	69,1	338,6	241,8	96,8	540,8	326,9	213,9
30 - 34 "	355,6	300,5	55,1	318,1	242,4	75,7	481,4	300,0	181,4
35 - 39 "	326,2	279,2	47,0	323,3	252,5	70,8	406,4	260,6	145,8
40 - 44 "	271,3	233,0	38,3	309,7	244,3	65,4	392,3	260,7	131,6
45 - 49 "	272,2	234,2	38,0	296,3	239,8	56,5	378,6	257,4	121,2
50 - 54 "	244,7	209,7	35,0	247,6	203,2	44,4	333,4	232,4	101,0
55 - 59 "	194,8	164,9	29,9	226,9	189,1	37,8	268,1	190,1	78,0
60 - 64 "	141,8	118,9	22,9	183,5	150,9	32,6	160,7	118,9	41,8
65 e +	209,3	175,7	33,6	225,8	183,9	41,9	91,8	69,2	22,6

Source: INE - 10th, 11th and 12th General Censuses
MTSS - Série Estudos no. 37

Table 4 - Rate of Activity per Sex and Age Group (%)

Portugal

	1960			1970			1981		
	Men + Women	Men	Women	Men + Women	Men	Women	Men + Women	Men	Women
Total	37,7	64,6	12,8	38,8	60,9	18,9	42,6	57,1	29,0
10 - 14	22,2	35,1	8,8	14,1	17,4	10,8	10,0	11,8	8,2
15 - 19	55,9	83,7	27,8	60,3	74,9	45,7	54,7	66,9	42,3
20 - 24	56,7	88,1	26,2	62,6	83,6	42,8	74,7	90,2	59,0
25 - 29	53,0	90,3	18,2	58,0	90,0	30,7	79,6	97,0	62,4
30 - 34	51,8	90,1	15,6	57,5	97,7	24,8	76,5	97,6	56,3
35 - 39	52,6	94,0	14,5	57,2	97,4	23,2	71,9	97,0	49,2
40 - 44	54,9	99,3	14,7	55,8	96,4	21,6	68,4	95,5	43,8
45 - 49	52,1	95,0	13,7	56,6	99,0	20,0	64,5	92,6	39,3
50 - 54	51,0	94,8	13,5	55,5	97,9	18,6	58,5	86,7	33,4
55 - 59	47,2	90,0	13,0	50,1	90,0	15,6	50,4	76,4	27,6
60 - 64	42,1	82,1	11,9	44,4	81,4	14,3	37,2	59,8	17,9
65 e +	30,2	65,2	7,9	26,8	55,5	8,1	8,1	15,1	3,3

Source: INE - 10th, 11th and 12th General Censuses
Population Studies Centre
MTSS - Série Estudos no. 37

Table 3 - Working Population per Sex and Age Group (000s)

Portugal

Age groups	1960			1970			1981		
	Men + Women	Men	Women	Men + Women	Men	Women	Men + Women	Men	Women
Total	**3 423,5**	**2 817,2**	**606,3**	**3 499,9**	**2 601,3**	**898,6**	**4 183,0**	**2 705,0**	**1 478,0**
10 - 14 anos	182,6	147,0	35,6	115,1	72,1	43,0	86,2	51,5	34,7
15 - 19 "	420,6	316,6	104,0	467,8	291,3	176,5	470,1	289,7	180,4
20 - 24 "	417,4	319,6	97,8	447,2	290,0	157,2	573,2	347,6	225,6
25 - 29 "	387,0	317,9	69,1	338,6	241,8	96,8	540,8	326,9	213,9
30 - 34 "	355,6	300,5	55,1	318,1	242,4	75,7	481,4	300,0	181,4
35 - 39 "	326,2	279,2	47,0	323,3	252,5	70,8	406,4	260,6	145,8
40 - 44 "	271,3	233,0	38,3	309,7	244,3	65,4	392,3	260,7	131,6
45 - 49 "	272,2	234,2	38,0	296,3	239,8	56,5	378,6	257,4	121,2
50 - 54 "	244,7	209,7	35,0	247,6	203,2	44,4	333,4	232,4	101,0
55 - 59 "	194,8	164,9	29,9	226,9	189,1	37,8	268,1	190,1	78,0
60 - 64 "	141,8	118,9	22,9	183,5	150,9	32,6	160,7	118,9	41,8
65 e +	209,3	175,7	33,6	225,8	183,9	41,9	91,8	69,2	22,6

Source: INE - 10th, 11th and 12th General Censuses
MTSS - Série Estudos no. 37

Table 4 - Rate of Activity per Sex and Age Group (%)

Portugal

	1960			1970			1981		
	Men + Women	Men	Women	Men + Women	Men	Women	Men + Women	Men	Women
Total	37,7	64,6	12,8	38,8	60,9	18,9	42,6	57,1	29,0
10 - 14	22,2	35,1	8,8	14,1	17,4	10,8	10,0	11,8	8,2
15 - 19	55,9	83,7	27,8	60,3	74,9	45,7	54,7	66,9	42,3
20 - 24	56,7	88,1	26,2	62,6	83,6	42,8	74,7	90,2	59,0
25 - 29	53,0	90,3	18,2	58,0	90,0	30,7	79,6	97,0	62,4
30 - 34	51,8	90,1	15,6	57,5	97,7	24,8	76,5	97,6	56,3
35 - 39	52,6	94,0	14,5	57,2	97,4	23,2	71,9	97,0	49,2
40 - 44	54,9	99,3	14,7	55,8	96,4	21,6	68,4	95,5	43,8
45 - 49	52,1	95,0	13,7	56,6	99,0	20,0	64,5	92,6	39,3
50 - 54	51,0	94,8	13,5	55,5	97,9	18,6	58,5	86,7	33,4
55 - 59	47,2	90,0	13,0	50,1	90,0	15,6	50,4	76,4	27,6
60 - 64	42,1	82,1	11,9	44,4	81,4	14,3	37,2	59,8	17,9
65 e +	30,2	65,2	7,9	26,8	55,5	8,1	8,1	15,1	3,3

Source: INE - 10th, 11th and 12th General Censuses
Population Studies Centre
MTSS - Série Estudos no. 37

Table 5 - Rate of Activity (%), 1983/84

	1983			1984			
	2nd Quatr	3rd Quatr	4th Quatr	1st Quatr	2nd Quatr	3rd Quatr	4th Quatr
Rate of activity	48,6	48,6	48,7	47,6	47,7	48,1	47,6
Rate of activity (male)	58,0	58,3	58,1	57,1	57,1	57,5	57,3
Rate of activity (female)	39,8	39,4	40,1	38,6	39,0	39,4	38,6

Source: INE - Employment Survey

Table 6: Employment per Activity Sector

Portugal

Sectors		1960	1970	1980
11/12	Agriculture, Forestry	1 398	960	713
13	Fisheries	47	37	31
2	Extractive Industries	26	12	18
3	Processing Industries	624	803	1 006
31	Food, Drink and Tobacco	73	65	108
32	Textiles, Clothing and Leather	209	289	313
33	Timber and Cork	101	117	115
34	Paper, Graphic Arts and Publications	27	33	48
35	Chemicals and Oil	31	42	77
36	Non-metal Minerals Products	39	56	64
37/38	Metallurgy and Metalworking	122	174	249
39	Other Processing Industries	22	27	32
4	Electricity, Gas and Water	14	18	30
5	Construction	227	278	439
6	Commerce, Hotels and Restaurants	297	380	509
61/62	Commerce	248	319	407
63	Hotels and Restaurants	49	61	102
7	Transport, Warehousing and Communications	122	163	190
71	Transport and Warehousing	100	131	146
72	Communications	22	32	44
8	Banks, Insurance and Property Transactions	38	66	100
81	Banks	13	27	54
82	Insurance	9	9	14
83	Private and Industrial Property Transactions	16	28	32
9	Collective and Social Services	503	547	801
91	Public Administration and Defence	119	176	253
92	Sanitation and Cleaning	1	2	11
93	Collective and Social Services	105	117	272
94	Recreation and Cultural Services	8	9	19
95	Personal and Domestic Services	270	243	245
96	International Organizations	0	0	1
0	Undefined activities	20	102	2
	TOTAL	3 316	3 366	3 839

Source: INE - 10th, 11th and 12th General censuses

Table 7: Employment per Occupation, 1981

		Men + Women	Men	Women
	Total	3 848 727	2 544 366	1 304 331
0/1	Skilld, scientific, tech, artistic & similar	276 905	135 698	141 207
2	Directors and upper management	50 543	45 657	4 886
3	Administrative and similar positions	505 644	286 206	219 438
4	Salesmen & others engaged in trade	311 517	208 340	103 177
5	Protect & security, services, domestic & similar	401 535	145 879	255 656
6	Agricultural, animal breeding, forestry workers, fishermen & sportsmen	730 872	472 077	258 795
7/8/9	Production workers in extract, & processing industries, operators of machines & transport drivers	1 551 249	1 230 377	320 872
7.0	Managers, foremen & similar	36 232	23 350	2 882
7.1	Miners, quarry workers, well borers & similar	13 091	12 863	228
7.2	Workers in metal production & processing	12 334	11 282	1 052
7.3	Workers in wood pulp factories (for paper)	24 721	20 964	3 757
7.4	Mills workers, operators of furnaces, filtratn & distilltn plants & similar	19 592	14 671	4 921
7.5	Textile workers & similar	121 982	49 935	72 047
7.6	Tanners, leather preparation & similar	2 845	2 221	624
7.7	Workers in food and drink preparation premises	69 094	41 289	27 805
7.8	Tobacco factory workers	997	433	564
7.9	Tailors, furriers, upholsteres & similar	118 501	13 116	105 385
8.0	Shoemakers & leather workers	35 175	19 191	15 984
8.1	Woodworkers, except civil, naval & other, machine operators in cork factories	77 434	67 836	9 598
8.2	Stonemasons & machine operators for stone working & similar	5 575	5 327	248
8.3	Blacksmiths, metalworking machine & machine tool operators & similar	81 689	75 582	6 107
8.4	Fitters, assemblers & machinery, engine & precision tool mechanics, except electricians	65 771	64 027	1 744
8.5	Electricians & similar electrical & electronic workers	80 806	70 227	10 579
8.6	Radio & TV station operators, operators of cinema sound & projection equipment	1 392	1 237	155
8.7	Civil engineering metalworkers, metal structure assemblers, plumbers, welders, boilermakers & similar	107 020	104 868	2 152
8.8	Jewellers, goldsmiths, workers in precious stones & similar	3 420	3 190	230
8.9	Glassmakers, potters & similar	33 592	28 384	5 568
9.0	Workers making rubber & plastic artides	12 489	8 786	3 703
9.1	Cardboard workers & similar	3 805	1 245	2 560
9.2	Compositors, typographers, bookbinders & similar	22 393	18 410	3 983
9.3	Painters & similar	45 735	44 710	1 025
9.4	Workers in production & similar work not classified elsewhere	21 764	12 746	9 018
9.5	Stone workers, carpenters & similar, civil, naval & other construction	255 792	254 769	1 023
9.6	Operators of machines & fixed installtions	5 649	5 298	351
9.7	Packing, loading & unloading, operators of lifting, excavating & levelling machinery	56 176	44 265	11 911
9.8	Transport drivers & similar	112 247	109 960	2 287
9.9	Workers not classified	113 576	104 195	9 381
0	Members of the Armed Forces	20 462	20 132	330
0.0	The Armed Forces	20 462	20 132	330

Source: INE - 12th General Census

Table 8: Employment Index per Activity Sector, 1980/84
(1980.1 = 100)

	Total of activities	Fishing	Extractive Industries	Processing Industries	Electricity	Construction & Public Works	Commerce	Hotels & Restaurants	Transport & Communications	Banks, Insurance & Property transactions	Services
1980 - 1st Quarter	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
2nd "	100,7	112,1	100,2	100,6	101,0	100,4	100,6	107,6	100,0	101,4	99,4
3rd "	101,3	111,4	101,6	101,1	101,3	101,3	100,4	114,7	99,8	103,2	101,7
4th "	100,9	110,0	100,3	100,6	101,5	102,0	100,1	109,2	99,6	103,7	100,5
1981 - 1st Quarter	101,4	105,2	100,0	100,7	101,4	106,0	100,2	110,5	99,5	105,1	100,5
2nd "	101,7	110,7	99,8	100,4	102,1	107,2	100,6	120,7	99,6	106,8	102,0
3rd "	101,6	109,9	100,4	100,2	101,8	107,0	100,5	118,6	99,4	108,5	102,6
4 th "	100,7	105,2	100,5	99,3	102,2	106,1	99,3	113,3	99,2	108,5	101,1
1982 - 1st Quarter	100,8	100,8	99,6	99,3	102,2	108,0	99,1	115,5	98,8	108,9	101,5
2nd "	100,8	100,4	98,2	99,1	103,3	107,5	99,3	122,7	98,8	109,6	102,8
3rd "	100,6	98,6	97,7	98,5	103,2	107,7	98,7	120,8	99,2	110,9	104,2
4th "	99,8	93,9	97,2	97,5	105,9	106,4	97,8	115,1	99,1	111,5	102,9
1983 - 1th Quarter	99,4	92,6	95,7	97,0	106,2	105,7	97,2	116,4	99,0	111,9	101,5
2nd "	99,1	94,0	94,2	96,2	106,4	105,7	97,2	122,8	99,2	112,9	101,5
3rd "	98,4	91,1	92,7	95,8	108,0	101,5	95,9	119,8	99,1	113,4	101,2
4th "	96,5	85,4	91,7	94,4	107,4	95,5	94,0	111,7	97,8	113,3	100,3
1984 - 1th Quarter	95,4	77,3	92,0	93,6	107,0	90,3	93,2	112,2	96,3	114,0	100,5
2nd "	95,1	83,4	91,2	93,5	108,5	85,6	92,1	117,9	96,2	114,0	101,2
3rd "	94,6	85,3	91,8	93,8	109,3	82,8	90,6	118,1	93,5	113,5	101,1
4th "	93,1	83,0	90,6	92,3	114,1	79,0	89,8	110,7	92,3	112,6	101,3

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Source: MTSS-SE - Quarterly Employment Survey

Table 9 : Employment Structure per Activity Sector and Skill, 1983

	Total	Upper management	Middle management	Managers & foremen	Highly skilled	Skilled	Semi-skilled	Non-skilled	Probationers & Apprentices	Skill unknown
Total	100,0	2,0	1,5	4,1	3,7	39,4	20,0	11,6	9,4	8,3
Agriculture, Forestry, Shooting & Fishing	100,0	0,9	0,4	4,7	1,2	26,1	14,3	41,1	1,6	9,7
Extractive Industries	100,0	1,0	1,5	4,6	1,6	38,8	31,8	8,7	5,4	6,6
Processing Industries	100,0	1,3	1,0	4,0	3,7	37,4	26,0	8,1	11,1	7,4
Food, Drink, Tobacco	100,0	1,3	0,9	4,4	1,5	25,8	40,6	8,1	7,0	10,4
Textiles, Clothing and Footwear	100,0	0,4	0,7	2,9	0,8	38,8	34,4	5,9	13,3	2,0
Timber & Cork	100,0	0,5	0,5	2,6	1,5	38,4	14,9	20,0	18,4	3,2
Paper, Graphic Arts & Publications	100,0	1,7	1,2	4,2	20,4	26,0	20,0	7,4	15,4	3,7
Chemicals & Oil	100,0	3,3	2,7	5,1	6,7	26,4	9,3	2,9	3,4	40,2
Non-metallic Mineral Production	100,0	1,2	0,8	4,6	1,7	36,5	24,7	17,5	8,8	4,2
Basic Metallurgy	100,0	2,5	0,9	4,0	4,6	48,5	22,9	7,7	6,0	2,9
Manufacture of Metal Products	100,0	1,7	0,8	5,0	4,5	46,4	20,9	6,0	10,8	3,9
Other Processing Industries	100,0	0,6	0,5	2,7	7,3	28,7	27,6	4,8	13,3	14,5
Electricty, Gas and Water	100,0	11,9	1,3	0,9	5,3	27,3	38,2	10,0	0,1	5,0
Construction and Public Works	100,0	1,4	0,4	5,6	1,1	43,8	3,9	28,4	13,7	1,7
Commerce, Hotels and Restaurants	100,0	2,3	1,4	4,4	4,1	44,2	18,1	10,5	10,0	5,0
Transport and Communications	100,0	3,5	2,4	5,1	4,1	45,3	23,0	8,3	1,5	6,8
Banks, Insurance & Property Transac.	100,0	4,6	5,2	5,0	4,7	52,6	7,5	8,3	2,5	9,6
Services	100,0	1,2	3,8	1,5	5,3	24,4	10,6	13,2	10,0	30,0

Source: MTSS - Personnel, 1983

Table 10: Enterprise Structure per Activity Sector and Establishment Size, 1983 (Mainland)

		0-9	10-49	50-99	100-399	400-999	1000 + &	Total
1	Agriculture, Forestry, Shooting and Fishing	67,9	24,2	3,9	2,8	0,9	0,3	100,0
2	Extractive Industries	48,6	30,4	6,8	9,7	4,1	0,4	100,0
31	Food, Drink and Tobacco	42,6	33,0	8,2	12,4	2,2	1,6	100,0
32	Textile, Clothing and Leather	36,8	39,0	11,4	9,7	2,4	0,7	100,0
33	Timber and Cork	63,6	30,4	3,6	1,8	0,5	0,1	100,0
34	Paper, Graphic Arts, Publications	42,9	38,9	5,6	6,0	5,2	1,4	100,0
35	Chemical and Oil	31,2	39,0	10,4	13,1	3,8	2,5	100,0
36	Non-Metallic Mineral Production	47,7	34,1	8,4	6,2	2,4	1,2	100,0
37	Basic Metallurgy	31,4	41,6	7,4	11,6	4,6	3,4	100,0
38	Manufacture Machine Parts and Transport Equipment	52,5	32,4	6,3	5,7	1,4	1,7	100,0
39	Other Processing Industries	67,8	25,8	2,1	4,2	0,1	-	100,0
3	Processing Industries	48,4	34,2	7,3	7,0	2,0	1,1	100,0
4	Electricity, Gas and Water	0,3	1,0	1,0	0,5	-	97,2	100,0
5	Construction and Public Works	57,8	25,4	4,8	5,4	3,2	3,4	100,0
6	Hotels and Restaurant Trade	67,5	20,0	4,1	5,9	1,4	1,1	100,0
7	Transport, Warehousing and Communications	50,8	17,2	4,9	6,1	0,3	20,7	100,0
8	Banks, Insurance and Property Transaction	49,4	13,8	1,5	3,2	6,1	26,0	100,0
9	Personnel and Collective Services	72,3	19,6	2,8	3,2	1,1	1,0	100,0
	Total	61,1	23,5	4,6	5,5	1,8	3,5	100,0

Source: MTSS - Personnel, 1983

Table 11: Unemployment Rates per Sex and Age Group

	1960			1970			1980		
10 - 24	5,8	7,3	1,0	7,8	8,2	6,5	16,9	10,6	26,7
25 & +	0,9	1,1	0,3	0,5	0,5	0,5	3,1	1,9	5,4
TOTAL	2,4	2,8	0,6	2,6	2,4	3,1	6,8	4,1	11,8

Source: INE - 10th, 11th and 12th General Censuses

Table 12: Unemployment Rate per Sex, 1983/1984

	1983			1984			
	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Unemployment rate (broad interpretation)							
Men and Women	9,6	10,6	10,4	10,6	10,2	10,3	10,8
Men	5,1	6,3	6,1	6,7	6,4	6,7	7,5
Women	15,8	16,7	16,3	15,9	15,3	15,2	15,3
Unemployment rate (restricted interpretation)							
Men and Women	7,1	7,8	8,1	8,3	8,1	8,1	8,8
Men	4,2	5,1	5,1	5,8	5,5	5,8	6,4
Women	11,1	11,7	12,2	11,6	11,8	11,3	12,1

Source: INE- Employment Survey

Table 13: Principal Employment Market Variables

	1982	1983	1984
	December	December	December (a)
1. SITUATION AT END OF MONTH			
Total Applications	244 945	279 567	329 481
From unemployed	235 996	270 735	320 525
1st employment	53 792	54 970	57 586
New employment	182 204	215 765	262 939
From employed	8 949	8 832	8 956
Unemployed paid grant	65 368	64 424	73 822
Applications for work abroad	98 850	101 796	111 775
Vacancies	8 333	4 717	2 941
Unemployed per skill			
Tertiary	119 356	120 673	135 893
Agriculture	8 956	21 626	19 017
Industry and Civil Construction	107 684	128 436	165 615
Vacancies per skill			
Tertiary	1 165	763	522
Agriculture	1 182	262	51
Industry and Civil Construction	5 986	3 692	2 368
2. ACTIVITY DURING THE MONTH			
Job applications	142 607	178 902	167 921
Vacancies	40 230	47 849	23 928
Placings	23 547	27 717	13 968

Source: Employment and Vocational Training Institute

(a) Provisional figures

Table 14 : Resident Population Projection for the year 2000

Situation I

Age	1985	1990	1995	2000
0	123 485	121 393	99 962	86 360
1	126 688	117 383	102 121	87 834
2	130 453	115 250	104 049	89 481
3	134 653	114 783	105 801	91 276
4	139 153	115 768	107 432	93 191
5	143 825	117 994	105 996	95 200
6	148 538	121 248	110 551	97 274
7	153 160	125 318	112 148	99 387
8	157 560	129 992	113 846	101 513
9	161 609	135 056	115 698	103 625
10	165 487	140 417	117 555	105 810
11	169 380	145 977	119 150	108 152
12	171 588	150 943	121 797	110 059
13	171 353	154 870	125 989	111 275
14	169 485	157 896	131 081	112 114
15	167 441	160 847	135 869	113 031
16	164 799	163 853	140 554	113 796
17	162 887	164 989	144 458	115 392
18	162 473	163 476	147 105	118 310
19	162 862	160 243	148 759	122 033
20	162 731	156 870	150 378	125 494
21	162 505	152 884	152 036	128 839
22	161 148	150 081	152 284	131 855
23	158 035	149 467	150 577	134 306
24	153 816	150 150	147 651	136 255
25 - 29	711 955	742 200	704 133	697 967
30 - 34	646 515	678 832	709 546	672 006
35 - 39	609 735	636 754	659 545	690 577
40 - 44	549 798	594 278	611 911	645 040
45 - 49	560 131	536 779	581 609	599 714
50 - 54	567 974	452 665	520 881	565 771
55 - 59	547 378	546 253	523 194	503 170
60 - 64	502 096	518 908	519 924	499 602
65 - 69	396 661	463 669	482 088	485 872
70 & +	774 237	813 640	894 119	973 464

Source: Portugal Ano 2000 - J. Manuel Nazareth and Maria Filomena Mendes - a survey conducted for a project initiated by the Calouste Gulbenkian Foundation

Table 15 : Resident Population Projection for the year 2000

Situation II

Age	1985	1990	1995	2000
0	123 067	120 197	98 136	84 154
1	125 986	116 091	100 238	85 488
2	129 491	113 798	102 037	86 949
3	133 453	113 118	103 600	88 519
4	137 743	113 852	104 993	90 177
5	142 231	115 799	106 284	91 903
6	146 788	118 761	107 535	93 680
7	151 285	122 536	108 816	95 486
8	155 593	126 924	110 193	97 303
9	159 582	131 727	111 730	99 111
10	163 430	136 843	113 253	101 000
11	167 305	142 167	114 588	103 062
12	169 563	147 012	117 005	104 727
13	169 462	150 982	121 047	105 756
14	167 789	154 169	126 063	106 459
15	165 945	157 295	130 803	107 267
16	163 507	160 491	130 459	107 950
17	161 816	161 897	139 463	109 529
18	161 638	160 749	142 383	112 538
19	162 253	157 940	144 428	116 413
20	162 347	154 995	146 450	120 054
21	162 357	151 449	148 534	122 959
22	161 149	149 021	149 208	126 878
23	158 081	148 676	147 906	129 639
24	153 821	149 547	145 361	131 939
25 - 29	711 215	740 992	697 646	681 798
30 - 34	644 430	676 011	706 257	663 454
35 - 39	605 165	620 112	652 168	682 733
40 - 44	545 498	585 447	601 016	633 412
45 - 49	556 231	528 634	568 971	585 032
50 - 54	565 754	536 620	510 660	551 126
55 - 59	545 498	542 218	515 434	491 330
60 - 64	500 956	515 974	514 918	491 005
65 - 69	395 721	461 676	478 419	480 245
70 & +	773 967	812 528	891 673	968 867

Source: Portugal Ano 2000 - J. Manuel Nazareth and Maria Filomena Mendes - a survey conducted for a project initiated by the Calouste Gulbenkian Foundation

Table 16: Resident Population Projection for the year 2000

Situation III

Age	1985	1990	1995	2000
0	128 142	122 087	103 361	86 727
1	131 345	120 504	105 988	90 908
2	135 051	120 272	108 503	96 695
3	139 143	121 234	110 938	99 517
4	143 500	123 231	113 325	102 046
5	148 003	126 105	115 694	104 343
6	152 532	129 697	118 078	106 465
7	156 966	133 850	120 508	108 472
8	161 186	138 405	123 015	110 424
9	165 074	143 203	125 633	112 251
10	168 802	148 154	128 226	113 937
11	172 548	153 165	130 665	116 224
12	174 715	157 745	133 738	119 171
13	174 593	161 607	137 986	122 357
14	172 947	164 788	142 768	125 254
15	171 122	167 838	147 276	128 176
16	168 690	170 906	151 622	130 996
17	167 068	172 290	155 430	133 960
18	167 049	171 284	158 405	137 266
19	167 885	168 719	160 660	140 822
20	168 177	165 988	162 801	144 173
21	168 374	162 634	164 942	147 275
22	167 283	160 395	165 711	150 159
23	164 228	160 223	164 560	152 779
24	159 894	161 233	162 183	154 183
25 - 29	739 197	799 057	782 241	792 307
30 - 34	663 510	722 932	783 176	766 847
35 - 39	622 285	656 192	715 969	776 427
40 - 44	559 348	616 269	650 687	710 643
45 - 49	567 198	553 247	610 422	645 160
50 - 54	573 573	555 193	542 658	599 709
55 - 59	551 673	555 982	539 679	528 685
60 - 64	504 872	525 781	532 019	518 218
65 - 69	398 260	467 830	490 083	498 799
70 & +	775 678	817 957	901 487	986 143

Source: Portugal Ano 2000 - J. Manuel Nazareth and Maria Filomena Mendes - a survey conducted for a project initiated by the Calouste Gulbenkian Foundation

Table 17: Resident Population Projection for the year 2000

Situation IV

Age	1985	1990	1995	2000
0	130 725	126 871	109 247	96 953
1	132 834	124 451	111 578	98 896
2	135 617	123 352	113 634	100 870
3	138 940	123 431	115 470	102 864
4	142 676	124 544	117 143	104 871
5	146 689	126 459	118 707	106 883
6	150 803	129 304	120 218	108 891
7	155 027	132 664	121 732	110 887
8	159 088	136 488	123 306	112 862
9	162 901	140 631	124 989	114 809
10	166 636	144 985	126 663	116 799
11	170 460	149 437	128 204	118 906
12	172 743	153 684	130 563	120 715
13	172 756	157 520	134 156	122 053
14	171 264	160 900	138 498	123 158
15	169 625	164 180	142 616	124 343
16	167 397	167 531	146 609	125 437
17	165 686	169 252	150 303	127 255
18	166 209	168 611	153 486	130 201
19	167 275	166 430	156 168	133 851
20	167 794	164 114	158 768	137 293
21	168 226	161 197	161 427	140 602
22	167 291	159 334	162 688	143 840
23	164 274	159 432	161 940	146 912
24	159 899	160 631	159 905	149 731
25 - 29	738 457	797 850	775 753	776 139
30 - 34	661 425	720 111	779 889	758 295
35 - 39	617 715	649 551	708 591	768 584
40 - 44	555 048	607 439	639 792	699 014
45 - 49	563 298	545 128	597 789	630 478
50 - 54	571 353	549 149	532 463	585 063
55 - 59	549 793	551 947	531 918	516 870
60 - 64	503 752	522 847	527 015	509 622
65 - 69	397 320	465 838	486 414	493 172
70 & +	775 408	816 085	898 523	980 812

Source: Portugal Ano 2000 - J. Manuel Nazareth and Maria Filomena Mendes - a survey conducted for a project initiated by the Calouste Gulbenkian Foundation

Table 18 - Forecast of annual student output from the Polytechnic system 1981/1992

Courses	1981 Output	1992 output under present policy	Output to satisfy labour requirements
Accountancy & administration	348	451	650 - 750
Public administration	-	-	1 000 - 2 000
Agriculture	-	-	600 - 700
Food technology	74	97	350 - 450
Textile technology	8	17	300 - 400
Graphic Arts	-	-	100 - 150
Mechanical Engineering	218	309	800 - 1 000
Electronics and Communications	270	357	700 - 900
Civil Engineering	188	244	600 - 900
Chemical Engineering	36	48	300 - 400
Fishery Technology	-	-	50 - 100
Decorative arts and design	-	-	200 - 350
Languages and tourism	301	391	600 - 700

Source: Manpower Development Policy in Portugal - Observations on Employment

Table 19 - Forecast of annual student output from the technical secondary education system, 1981/1992

Courses	Output to satisfy labour requirements
Accountancy and administration	12 000 - 15 000
Public administration	9 000 - 15 000
Civil construction	1 700
Chemistry	1 600
Machinery	2 800
Electricity	1 800
Industrial and Commercial design	600
Decorative art and cabinet making	450
Graphic art	250
Languages, Hotelkeeping, Tourism, etc.	850
Fishing	500

Source: Manpower Development Policy in Portugal - Observations on Employment

CEDEFOP — European Centre for the Development of Vocational Training

Vocational training in Portugal

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Eduardo Marçal Grilo
Maria Cândida Soares

Luxembourg: Office for Official Publications of the European Communities

1987 — 184 pp. — 21.0 x 29.7 cm

DE, EN, FR, PT

ISBN 92-825-6530-0

Catalogue number: HX-45-85-276-EN-C

Price (excluding VAT) in Luxembourg
ECU 4 BFR 180 IRL 2.90 UKL 2.50 USD 4

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1000 Bruxelles / 1000 Brussel

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Møntergade 19
1116 København K
Tlf: (01) 14 11 95
Telecopier: (01) 32 75 11

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ISBN 92-825-6530-0